

# THE SOUTH INDIAN TEACHER

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## SOME THOUGHTS ON EDUCATIONAL PROBLEMS \*

Mr. Chairman of the Reception Committee and Brother Teachers:—

My first duty is to thank the organisers of this Conference for giving me an opportunity to come into intimate contact with you, my comrades and colleagues of this district and to take part in your deliberations. Nothing tends to strengthen the bond between the Central Institution and its constituents so much as these meetings, where the workers at the centre are given a chance to understand and exchange views with workers in the district.

As a result of my experience as a teacher over a quarter of a century, I have some definite views as to the functions of such conferences. The time is long past when such meetings served to rouse what may be called the educational consciousness of the public and made them realise the nature of their responsibility towards schools in general and teachers in particular. The public are sufficiently aware of their duties, and if they are not, we have another institution, the Education Week which is set apart for such mingling of all the agencies concerned in

the joint enterprise of educating the young. Our conferences, provincial and district, are meetings of teachers for discussing our own problems and for formulating definite lines of action in the year to come, so that we may have a good record to show of something attempted, something done when we next meet. The spectacular element should in time disappear and in the present period of transition it should be strictly subordinated to the business side.

I intend dealing with only one topic, i.e., thinking out with you on some aspect of our Dharma as individual teachers and as units of the Guild or in other words what we should do individually and collectively.

In our sacred literature there is a well-known story of Dharma Vyadha, the man who was a butcher by profession but who had realised God and who was able to impart lessons of wisdom to a self-conceited Yogin. This story is full of meaning to us. While we concentrate our attention upon the details of the task before us, we must have a broad philosophy of life which should always remain in the background inspiring us

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\*Presidential address of Prof. S. K. Yegnanarayana Iyer, M.A., delivered at the VIII Annual Conference of the Tinnevely District Teachers' Guild held at Tuticorin on Saturday 11—2—'33.

and giving meaning to every deed of ours. In pursuance of this, I intend with your permission dilating on some fundamental concepts which must be in the back-ground of our mind, whatever be the nature of the immediate task before us.

The first thing that we should realise is that the world is changing rapidly and the rate of change is getting more and more accelerated as time goes on. Owing to the innumerable mechanical inventions and facilities of transport, space and time have practically been annihilated and it is very necessary that future generations should have a different conception of their position in the scheme of things from that to which our ancestors before us and we perhaps of the older generation have been accustomed. Isolation is impossible hereafter in this world. The forward minds are thinking of practically pulling down the inter-state barriers and suggesting a pan-world state unto which these various states would be federated. The present economic depression has shown beyond any shadow of doubt that we are knit together in an absolutely indissoluble manner and what affects the conquered affects the conqueror as well. Thinkers are suggesting that we must in our schools popularise new ideas which will be conducive to the formation of the new world state and the new economic order. Rank individualism with its gospel of competition has been tried and has failed. We must have a different and better conception. Profit motive which has been the mainspring of action hitherto has led only to the world-wide war and all its consequences. As a humble worker in the field of co-operation, I know that the way out of this difficulty lies in inculcating lessons of service. There is a narrow pleasure in selfish acquisition and possession but there is a higher kind of pleasure in self-surrender and service and enjoying things in common with others. It is this mentality that we must try to deve-

lop in the young ones entrusted to us. Taking our Motherland and our Province in particular, we must develop in our boys a wider outlook than that limited by their caste or creed and equip them to receive sympathetically the still broader ideas of the citizenship of the world.

A second broad conception that must actuate us is the true function of the State in the matter of educating its citizens. The narrow individualism mentioned above, has been working in the field of politics as well. In the 19th Century people believed that the State must give the maximum freedom to individuals and must only interfere to the least extent possible with their activities. No political philosopher worth his name will at the present time maintain this extreme form of individualism which is but a step removed from anarchism. Socialistic conception of the State is becoming more and more popular and people are willing to surrender their liberties and allow the state to interfere more and more in regulating their lives and activities. This increased power of the State implies as its counterpart, increased responsibility of the state in the matter of looking after the welfare of the citizens. Confining our attention to Education, it would not be enough, hereafter, if the state were to maintain, as it has been doing hitherto, one or two model institutions of different kinds and leave it to individuals or groups of individuals to run other institutions in imitation of them. The state must realise its ultimate responsibility in the matter of education and look upon the existing agencies as supplementing its own activities. It must have a minimum standard of efficiency prescribed for all institutions and should pay liberal grants to other agencies to enable them to come up to this standard of efficiency which should be enforced by the State through its officers.

A third conception which is peculiar to our country at its present history is that,

ere-long, we hope that the above mentioned conception of the state and its responsibility would be realised in our own country. We hope that in the Federated India of the future, Education will be in the hands of Ministers who will have a free hand in reshaping it to suit our national requirements. When such a day comes, and we all hope it would come very soon, it is necessary on the part of teachers to keep things ready for the Ministers of the future and help them in every way by giving them tips and points in the matter of reform and reconstruction and to co-operate with them in bringing about a new state of affairs into existence. We must think and formulate the line along which changes should be effected, and should have schemes of educational reconstruction ready. To take one specific problem, if we have a ten year plan for stamping out illiteracy from the land, we cannot do it by mere quantitative expansion. Several problems now undreamt of, connected with school buildings, training of teachers, agency for management and supervision, finance, subjects to be taught and methods to be adopted to ensure maximum efficiency at minimum cost will crop up and unless we think them out beforehand, we would be forced to adopt a policy of drift. This is so far as the education of children is concerned; but the adaptation of the existing schools and school masters for adult education is another big problem that would demand immediate solution at our hands; for stamping out illiteracy is impossible without a well laid out plan of adult education. It is getting complicated by the fact that the extra school agencies for general education, agencies professedly educational and those that could be given an educational turn such as the radio, the cinema, etc. are increasing day by day and the adjustment of relationship between these and the existing machinery of schools and school masters

would be an arduous and delicate task. It may not be out of place if I bring to your notice a highly significant suggestion that all educated youngmen should be compelled to serve as school masters for a period of 2 or 3 years before they eke out their livelihood, a kind of educational conscription on the lines of military conscription now in vogue in many countries of the West.

Fourthly, this again with special reference to our own country, it is necessary that our future education must be richer and fuller and must not leave any aspect of a young person's development uncared for as the present system does. It is well-known that our schools have hitherto been helping us only in the matter of intellectual development and indirectly only for moral development; but vast fields of our cultural development have been left neglected and it is only in recent times that attempts are being made to make good the loss partly by schools and partly by supplementary agencies like the Scout Movement etc. The future scheme of education should be so designed that it would not starve any faculty of the young student and should cover all fields—intellectual, moral, aesthetic, religious and physical, all in harmonious adjustment to one another.

This would raise another bigger question whether schools must qualify people to earn a living or are expected only to give a general training to individuals leaving it to them to qualify themselves for earning their living by further training in other institutions. The tendency prevalent in the advanced countries like England is to increase the school period and to look upon the first 10 years of a student's school life (roughly from his 6th to 16th year) as a course of general preparation for life, so as to enable him to do well in any walk of life and leave special equipment to a period later than his 16th year. We in this country are far be-

hind. We have not had even compulsory elementary education. The spectre of illiteracy stalks the land. It would be a very long day before we would come up to the level of the present day England or America and yet the experience of England and America will help us in solving our future problems. We must aim at a full general course before we think of specialised courses and our schools both elementary and secondary should equip the future citizen only generally and not take the lower aim and impart bread-winning education.

With all these ideas we must apply ourselves to the task before us. I may sum up what we have to do in one word—keep fit, don't fall into a rut and get antiquated, be fresh, be young in spirit and be a learner throughout your life.

There is one department of study that has undergone almost a revolution in modern time and we as teachers are most interested in it, I mean psychology. The importance of the Unconscious and its capacity to shoot out puzzling tongues into the field of the Conscious, the need for understanding sympathetically the mental make-up of a child so that we may not unconsciously contribute to unhealthy repression and inhibitions, the supreme need from a social point of view of recognising certain powerful tendencies and sublimating them rather than repressing them by an ignorant system of taboos, all these are common places of modern psychology. But this highly practical science has remained till recently only an examination subject as in the case of economics and its living significance has not been recognised. It is not a close preserve of Freud and Jung, MacDougal and James. We may accept these as our leaders, but we have very important work to do as their camp followers and that is to test and verify their theories in our class rooms. Most of us are disgusted with the test we handle

called the written examination. We feel the need to minimise its vagaries by more reliable tests of not only a student's actual possession of certain facts but of his ability to get similar facts for himself. Some mental tests have been devised in the west, but they have to be adapted to our needs and conditions and their usefulness accurately tested. A district guild can serve a useful purpose as a store house of information. It must have a library of the latest books upon pedagogics and meetings like this must be availed of for comparing notes by workers and for suggesting improvement. The Guild Library must also subscribe for professional magazines which a school association may not be able to get. It is an old truth getting rediscovered now *that to know a thing you have to become it*. Millenia ago our sages knew this with regard to their supreme quest i.e., God, and this is being applied to the child. We should not be obsessed by our adult mentality and inflict our codes of 'Don't's and Do's' on the young ones. We must on the other hand watch with reverence the unfolding of the wonderful possibility of the child and help it as best as we can to fulfil its own Dharma.

I visualise the day when every school would be a laboratory of experimental psychology where enthusiastic and properly qualified experts would be trying experiments and suggesting more efficient and less wasteful methods of accomplishing our ideal, i.e., the teaching of the young. Look at a motor car factory; see how incessantly engineers are performing experiments, so that every year they may effect some improvement. We cannot say that the last word has been said in methods of teaching. We have a tendency to slavishly accept anything that is dumped upon us. We are not in a position to say that old method which we are asked to abandon was quite good and there is nothing particularly



praiseworthy about the new ones advertised. As a teacher of English, I shall propound some problems connected therewith. Let me ask whether we have definite views on the problems mentioned below based upon our actual experience and whether we have gathered and arranged our data in such a way that we can maintain our position one way or the other? The problems are:—Should the lower classes have books for perusal as contrasted with those prescribed for detailed study? Should grammar including principles of composition be taught as a separate subject or should it form part of the study of text books? Is the so-called direct method the best method of learning a foreign language like English and should the old method known as the translation method be condemned absolutely? When should the study of English be started—after the student has had a good grounding in his own mother-tongue or simultaneously with it? Most of us accept our views on problems like these from the Department or from a cranky headmaster and are not in a position to substantiate our views, if ours happen to differ from those of persons in power. This should not be. We should deal with these problems as living ones and not as closed ones with nothing further to be done about them except the acceptance of the views of our superiors.

Among other problems or experiments that may be tried by you in the schools under your care is one which is being tried and tried with success in the National Girls' School at Mylapore, Madras, where my own daughter is studying. The Head-Mistress of the institution—an English Lady of many years teaching experience in North India, who has recently joined the Institution, is trying a bold experiment of giving promotion to students in certain subjects only, so that a student would be attend-

ing the 2nd form for English, 1st form for mathematics and so on. I understand that this kind of promotion is not prohibited by the Educational rules, though it has not been tried in our schools. We have to take into consideration the psychological effect of detaining young students in the lower classes. This partial promotion will spur them to better action and in many cases they will try to pull up and really qualify themselves for promotion in all subjects from the higher class to which they are partially attached to the class above it.

Another equally interesting and useful experiment would be taking students on long excursions and giving them opportunities for studying for a short period in other schools. An excursion party of a school going on with a band of teachers can plan a tour covering a month or six weeks and visit very many places of importance historically and otherwise. Such a party need not sacrifice its study, if in a place, they visit they attend the Local Schools and take a week's instruction or so there; or the teachers themselves moving in a body with a set of students can impart school instruction in many subjects while on the move. We are so accustomed to particular ways of doing things and are so unwilling to move out of the narrow groove that these things would appear to be airy schemes of an idle brain. But you would be surprised to know that these things are in actual practice in Germany and other advanced countries of the west.

A fourth experiment which teachers can with advantage conduct in their own schools is to develop self-reliance on the part of boys by entrusting them with responsibility and institute what are called Boys' Courts. Small offences committed by boys (breaches of discipline) are taken cognisance of not by the teacher and dealt with immediately by unsympathetic and almost ineffective punishment, but they are reported to the

court and the delinquents are tried by their own compeers. The Ramakrishna Mission School at Mylapore, Madras, has in its latest Report recorded the success of this experiment and this may with advantage be tried elsewhere also.

So also the modern tendency to give full outlet for self-expression of boys by encouraging music and elocution contests and by getting up dramas and other variety entertainments to be run mostly by boys under the guidance of teachers and by permitting the boys to have their own magazines illustrated wherever possible by young budding artists. These are deviations from the old humdrum school life which would make the life both of the student and teacher more pleasant and rich.

On the question of making students studying more than one language, experiments carried on in the Western countries have got a lesson to teach us. Between ages 6 and 16 linguistic sense of boys is much keener than later and it is quite easy for them under proper guidance and environment to study more than two or three languages. Every English boy, as is well-known, studies Latin and Greek besides his mother tongue and knows French or German and every boy in the continent also is well-versed in the classical and in one or two of modern languages. I do not see why our Tamilian boys should not be made to learn without much exertion for themselves, Tamil, our mother tongue, English—the court language and Sanskrit, the language of the ancient culture of the land, and if these three are taught as they are being taught in the Ramakrishna Mission mentioned above, the picking up by the boys of Hindi which many look upon as the future *Lingua Franca* of this country is a very easy task. In all these things there is no use in dogmatising without data. Let us perform experiments earnestly and sincerely and then face the

world with facts and theories based upon facts.

Having thus pointed out some of the practical experiments that we may perform in our schools which would lift our school life distinctly above the humdrum monotony characterising it at present, let me refer to a matter which would indirectly improve our efficiency as teachers. Our salaries are proverbially low. While we must agitate to improve our pay and prospects, we must realise the important truth that rich and poor are relative terms, that a man who saves every month Rs. 5 out of his pay of Rs. 50 is financially very much better off than another who earns Rs. 500 a month but spends a little over that. Therefore, every teacher must do two things at the beginning of his career, one to insure his life for an irreducible minimum according to his status and pay and secondly try to save a small sum every month and contribute towards Provident Deposit. I take it you know that one rupee saved every month and deposited in some Co-operative Bank will become at the end of 30 years (i.e., if a teacher begins to save when he enters life at 25, he would get when he retires at 55) not Rs. 360 but a little over Rs. 1,000. We have to develop the prickly-pear tendency as my botanical friend Mr. Sabesan would say i.e., a tendency to get on well under all conditions and flourish even in the sandy desert. I lay great emphasis upon this partly because I realise the wisdom of the course and partly also because, here comes my confession, I have not been so wise in my early days and I suffer the consequences. I don't say I am needy; nor that my future is gloomy. God has blessed me abundantly in other ways for which I feel grateful, but I do say that if I had followed such a course from the time when I started my teacher career 27 years ago, I would now be very different from what I am. Every school must have a Co-opera-

tive Society which must help its members not only with credit accommodation when necessary but also offer facilities for saving.

Moreover, it is not at all clear to me whether the new gospel which our western Economists preach to us is the correct one. Civilization they say consists in multiplicity of wants; raise your economic standard they say. Is that wise counsel? Should we in response to this give up the time honoured practice of this land according to which we are asked to curb our desires and minimise our wants because our sages had realized that desires are not appeased by gratification but go on increasing as fire does by offerings thrown into it. We have to think and choose and not blindly follow the new voices.

Now to another aspect of our life, making it fuller and richer and more useful to the society around us. I hold the view and I know many differ from me on this matter that the teacher must play his part in the broader life of the body politic and take his legitimate share of responsibility and glory of public work at least in the departments that are allied to his own. It would not be proper if a teacher tries to earn extra income by taking out license for selling toddy or opium, but he would be perfectly justified if he takes an active interest in such concerns as Social service, Village Panchayat, Library Scout and Co-operative Movements and tries to be a source of inspiration and strength to the new movement that is slowly gaining strength, i.e., Rural Up-lift. We are on the eve of a great change in the history of our land and we must train ourselves for all fields of useful public work without prejudice to our legitimate duty.

Having dealt with some aspects of our Dharma as individuals, let us turn to our Dharma as Units of a bigger organization—in other words let us think of the Dis-

trict Guilds and what they are and what they should be.

I have no delusion on the matter of the representative nature of our gathering. I know too well that in district organisations of teachers like this, one important section of workers, that is, the lady teachers are generally not represented at all; and even among the male teachers, college professors on the one hand and the vast army of elementary teachers on the other remain outside the pale. These guilds are run mostly by teachers of secondary schools, and even among them those employed in Government schools and those in Board service show only a lukewarm interest. (I do not know the state of affairs in this district and shall be glad to be told my observations do not apply to you.)

By temperament and training, I am a dreamer and an idealist, and if I have painted the actual in rather gloomy colours, it is only to add zest to your endeavour to reach the ideal that is so dear to me. Having been connected with the S. I. T. U. for nearly two decades, of which for one decade I have had the privilege of being its working President, I look forward to the day when it would be fully representative of the teaching profession in the province. According to my ideal, every district must have a guild and every teacher in the district must be connected directly or indirectly with his district guild and all such guilds should be affiliated to the S. I. T. U. I say directly or indirectly advisedly; because taking the numerical strength and other circumstances into consideration, elementary teachers must have an organisation of their own to the guild and must be present at our functions only through their chosen delegates. Persons engaged in collegiate instruction should be induced to join teachers' associations of their centre and I can assure them this will do them much

good. Teachers of high academic standing like the late Mr. Kellet, and Prof. K. B. Ramanathan and Prof. Lakshminarasu, did not think it *infra dig* to rub shoulders with their brother teachers. My first exhortation to your guild would be to strengthen it in such a way that every teacher in the district is a member of your guild irrespective of rank, position, caste, colour, sex or creed. There must be a five year plan of recruitment and we should see that before the end of the period the goal is reached. This is possible only if you clearly visualise the goal and take definite steps towards the attainment thereof every year. The plan must be pursued with unrelenting fervour year after year.

I am not unaware of the fact that in recent times, there is a tendency on the part of some of our brethren to claim kinship on a provincial scale with others similarly situated and we are having all Madras Associations of Physical Directors, Geography Teachers, Pundits and Drawing Masters. I welcome such organisations. I would only add that all these should be affiliated to the S. I. T. U. and every member of such organisation must be connected with his narrower provincial institution, but at the same time be a loyal member of the broad based District Guilds.

Having brought within your net all the members of our profession, we should think of the ways and means of strengthening the financial side of it. Some of us are so ethereally constituted that we avoid all questions connected with sordid pelf, ever hoping Micawberlike that something will turn up and we build schemes in the air without any solid foundation. Others are so astute and so keenly conscious of the value of money that they are unwilling to part with any of it. Between these extreme types we have all grades of attachment and indifference to money. We must train our mem-

bers to be regular in the payment of subscriptions and we must have a well regulated system of apportioning the burden according to the Members' capacity to bear it. We must also have an equally smooth working system according to which a certain percentage of the finance of teachers' association of a school, the unit of our system, should be retained for its own use and a fixed portion transmitted to the District Guild, which in its turn will contribute its quota to the Provincial organisation. Unless all parts of the machinery are well oiled and are smoothly working, we cannot turn out good work at any stage.

I have a suggestion to make regarding the increase of your finance. It was the great Voltaire that said that industry and economy are the two ways of getting rich. Let us avoid all wasteful and avoidable expenditure and let us try to augment our slender resources. Regarding the latter, I would suggest that each guild undertake the publication of some books which would be useful to all the schools in the District. Publication of readers and books on Arithmetic, etc., is now in the hands of companies, foreign and Indian, but there is one book which it should be the monopoly of the District Teachers' Guild to publish, i.e., the geography and history of the District. Fortunately, geography and history have been made rational and are made to begin with things immediately around us. No company, Indian or foreign, has a right to compete with you in the field. Appoint a small committee of experts, pay them decently and get them to work upon these subjects, publish the work yourself and get the books introduced in all your schools, and if this scheme works for five years, you see how rich your guild becomes. I dream of the day when every guild would have a decent office at the District Headquarters where teachers from the country going there on business may stay. It must

have a paid secretary who gets a decent travelling allowance and who goes about the district and attends all important meetings of Teachers associations. A capital expenditure of Rs. 5000 on a house and equipment and recurring annual expenditure of about Rs. 2000 on the staff should not be distant vision only, and it need not be if my suggestions be followed and similar possibilities explored.

You would forgive me if I lay some stress upon the need for team work amongst guilds. The tendency very often is for us to develop an unhealthy individuality of our own and this is true not only of individuals but also of associations like your guild which are constituent parts of a bigger organisation. As individuals we are at liberty to express our views at meetings but for the sake of efficient work, if our views do not prevail we must not go out of the organisation but remain within and try to convince our opponents and convert the present majority into a minority and vice versa. This policy is to be pursued by guilds that are component parts of provincial organisations and if resolutions adopted by a particular guild be not favoured in the central organisation, the duty of that guild is not to secede in a huff but to remain within the fold and fight till victory be theirs. This individualistic tendency is very often seen in a slightly different form in guilds not giving effect to the resolutions passed by the Central Organisation, but passing different resolutions. The outside world gets an impression that we are after all not united and if the department does not want to endorse our views, it has only to set up one of us against the other. Therefore, we must all pull together and that requires subordination of our EGO and deliberate cultivation of the Team Spirit. I speak in general terms only and not specifically about what our duties are towards the S. I. T. U. be-

cause I expect my friend Mr. S. T. Ramanujam to deal with it.

It is only by strengthening our organisation that we can increase the prestige of our profession. Time was when we teachers were held in great esteem; but in recent times we have fallen upon evil days and every Union Board or Taluk Board Member or Municipal Councillor, not to speak of the Members of the District Boards and of Legislative Councils, look upon teachers of schools under the management of bodies of which they are members as their individual subordinates and woe be to the poor teacher who fails to salam the tinker or betel leaf merchant who has become a member by nomination of these bodies. This should not be. If these tin gods dressed up in short lived authority realise that we have our own professional organisations that would back us up in times of need, that we are not orphans in the broad world to be the victims of the whims and fancies of the so-called management, we would command better respect at their hands. Our first ambassador to South Africa told us after his return home that the teachers of South Africa are such a powerful body that instead of their waiting in deputation upon Ministers, garlanding them and presenting them with addresses, waiting anxiously for a nod or a smile of recognition from the big persons, those in authority feel it a privilege to be allowed to attend the meetings of teachers and are anxious to understand the view point of our brethren. What man has done man may do and what the Afrianders have achieved cannot be beyond the attainment of us in South India.

I could easily spin a long yarn upon the nature of schools and studies about 30 years ago and what they are now. We have changed and changed for the better; but what has yet to be done is much more than what has been accomplished. We can do our task efficiently and satisfactorily if all

the ranks stand shoulder to shoulder and pull as one man.

I dream of the day when India would be as she once was, an advanced country educationally and not a backward country as she is now. Our great poet dreamt a dream and embodied it in his immortal poem:—

No cry of the widow was heard nor was there fear from wild beasts or epidemic when Rama ruled in the land. The country was free from thieves and other troubles; the old did not perform the obsequies of the young. Every one was happy; every one was righteous; every one lived amicably with his neighbour following the high example of Rama.

If this ideal is to be realised many groups of workers have to toil incessantly for long days to come but of these workers, we teachers hold a place second to none. We can do our work efficiently if we stand united and make our guilds and organisations not mere petitioning bodies but centres of study and improvement, storehouses of professional solidarity, places of refuge and inspiration to honest workers. I look forward to the day, it may be a distant day, but it is sure to come, when district guilds will be so comprehensively organised as to

leave no teacher in the district outside their fold and made financially sound and hence standing high in public esteem; when all guilds would be so many pillars of strength to the Provincial organisation which in its turn would be under the management of wise and experienced workers whose only title to promotion would be not their pay or status but loyalty to the institution and honest service. I look forward to the day when the S. I. T. U. will be able to send its candidate to the Legislative Council not to experience failure as it happened recently but to be crowned with success and to be automatically appointed as the Minister in charge of Education. I look forward to the day when on all matters of policy the S. I. T. U. will be officially consulted by the department and its views given the weight they deserve. I look forward to the day when the representatives of the S. I. T. U. will go in larger numbers than they do now to the meetings of the All-India Federation of Teachers' Associations and through that be in vital contact with the world federation. I may not live to see it, but certainly it is not an impracticable dream and it is your duty and mine to see that this dream is translated into actuality as early as possible.

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# HOW TO CONVERT A TASK INTO AN EDUCATIVE PLAY

BY

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*Task, Play, Work, Drudgery illustrated.*—In dealing with children the teacher should take particular care that he does not impose a task upon them. For it is wrong in method and futile in its effect. Such a kind of forcible instruction goes in at one year and out at the other. It is necessary therefore to define the different terms, "Work, play, task, and drudgery". Anything that the child does is work. Work essentially means action, and the person who does the action may be indifferent to it. For e.g., a child at 8 a.m., takes his meal and comes to school. This 'taking meal' is quite a humdrum, common thing that the child does it automatically and does not attach any importance to it. If some sweet were to form part of its morning meal, the child relishes it. This 'Relish' is a part of the child's instinct. The common meal now passes into the delightful regions of 'play!—'play' then is delightful, interesting, agreeable work. If on the other hand an over-careful mother who has her own notions of maintaining the health of children, serves every day a spoon-ful of castor oil instead of ghee, the interesting play element vanishes and positive hate of the meal sets in. The child is doubly helpless. His hunger goads him to take his food. His sense of taste revolts against it. Now it is essentially the characteristic feature of a 'task' if it continues to be looked upon as a 'drudgery'. A 'task' then is 'work' whose aspects are:—

(a) its compulsory nature;

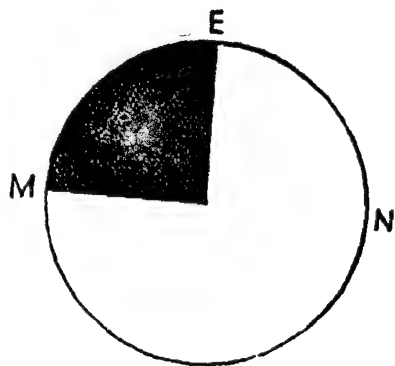
(b) its antagonism to the child's instinct;  
(c) its failure to appeal to the child's interest.

*Forced attention capable by adult not by child.*—An adult on the other hand can reconcile himself to drudgery and cheerfully go through it. For example, suppose the railway authorities pass a rule that promotion to the superior cadre depends upon a good knowledge of the names of all railway stations on the line and the three classes of fares from Madras to each of the stations. The candidate takes the bulky volume of the railway catalogue and adopts different devices for remembering the elusive material. Evidently this study of names and fares is a typical form of drudgery. It has nothing to appeal to the inherent interest of man. Still immense labour is bestowed upon mastering it, for the candidate is able to connect his future prosperity with this present drudgery and thus enlivens his work. The Australian miner digs a rock, undergoes the privations of fatigue and hunger, because he expects to see gold at the end. He is able to force his attention to his work. The work is more volitional than interesting. But to make the children force their attention to work is not only a condemnation of the teacher's method, but against nature. The will-power of children is not yet developed nor are they able to see the end at the beginning. Nature herself teaches the lesson. The tender plant has to be fenced round, properly watered and pro-

tected. The same plant, when grown into a tree weathers many a storm.

*Import of play-spirit in work; not conversion of work into frivolity.*—Here a word of caution is necessary. While exalting the principle of play in the children's classroom, the teacher should not allow the play to degenerate into mere 'frivolity' or 'fun'. Children come to school to learn and not to play in the sense of idling away the time. But learning is not an easy process. The problem for the teacher is how to make children learn without the least fluctuation of their interest and with the minimum amount of fatigue. The answer is "Import play-spirit into the work and not convert work into mere play." The work must have all the delightful features of play and all the educative values of learning. The 'grinder' at the school shows the child the 'Steep and thorny' path to knowledge with the result the child remembers his rugged journey and forgets the learning. The imaginative teacher cleverly manages it as an obstacle-race for the children and appeals to their sense of emulation. The children, as if by magic, coolly take the rugged path as a part of the game. Hence much of successful teaching depends upon the method of attack. "Create proper mental associations" is a useful educational maxim.

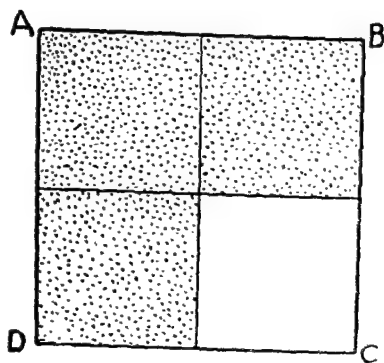
*How to make some 'dry' subjects interesting.*—Let us take some concrete examples of useful subjects and see how the teacher can import the play-spirit into it. Let us suppose the teacher is teaching grammar and that, "the adjectives of quality." The terms 'tall', 'short', 'red', 'black' are all abstract. The best and most natural way of letting children understand their abstract terms is by means of diagrams, appliances and objects. A diagram like the following will be useful in bringing out the function of an adjective.



*Diagram. (A).*—Here the whole circle represents mankind. The black segment represents Black-men. Hence an 'Adjective' tells us more about a man and restricts the wide application of the man.



*Diagram (B).*—Two sticks can be presented and children may be asked to differentiate the 'Short' from the 'Long'.



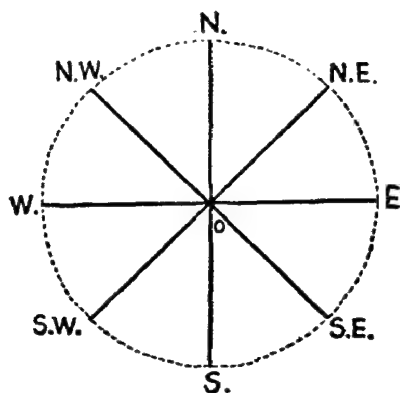
*Arithmetic.*—Let us take the Vulgar-fraction.

There are four equal squares in A B C D. Children will freely give out the answer that three squares are dotted out of Four.

$\frac{3}{4}$  of the square is dotted and  $\frac{1}{4}$  of it is plain. Here again diagrams and objects are of great use.



*Geography.*—Suppose the lesson is about the rivers of India, their rise, course and fall:—A relief-map is useful. The classroom may be converted into India. Children may be asked to represent the rivers, the tallest being the longest river. Each child will proceed in the direction as indicated in the map. Here seeing and doings are combined.



Such an abstract piece of information as the points of the Compass may be made interesting by some such device as this. Let a child stand blind-folded at O. Let a bell be sounded now at the Northern point. The child proceeds in the direction of the sound. The dotted lines denote the arrangement of benches of the class forming the enclosure.

Now he is asked to see, on removing the bandage round the eyes. He will see for himself if he had proceeded along the St. line ON. The process may be repeated from different points with different sets of boys. If boys make mistakes there will be laughter in the class and it contributes to the mirth of the class. 'Laugh and Learn' is an educational maxim. Moreover children indirectly learn that mistakes are meant to be laughed over, and not to be taken to heart.

*Education of emotion and conduct by play:*—In the realms of emotion and conduct similar interesting methods may be adopted. To teach children 'Heroism', 'Sympathy', 'Self-sacrifice', stories and demonstrative pictures can be called in profitably. The picture of 'Casabianca' standing on the 'Burning deck' will teach more 'obedience' and heroism to children than a ton of words. Children acting out the 'Trial Scene' will learn more of 'mercy' than from periodical lectures on it. Children's courts will create greater discipline than by the application of the cane. In these cases, the instincts of 'imitation' and 'love' of stories are brought into play.

*A knowledge of child-psychology essential:*—The chief requisites therefore for transmuting work into play are a knowledge of the child's mind and the imagination of the teacher. Dr. Adams brings out this idea by the epigram "The teacher who proposes to teach John, Latin must know *John* and Latin". What then are the qualities of John, as representative of children? His life is in the senses. He loves bright pictures, colours. He likes to handle objects. He likes to move about. He is eager to learn and equally eager to run away from things disagreeable. He is full of 'make believe' though when grown up he understands the difference between the true and the false. If the teacher has a sound grasp of the fundamentals of the child's instincts

and has imagination enough to utilise them in the child-education, he will transform oases of deserts. The keynote of the play-spirit in education is "Catch the interest of the child by a knowledge of its instinct and a sensible use of them." It is here the personality of the teacher plays a great part.

*Educational value of the story "Axe to grind":*—In this connection the origin of the phrase "axe to grind" has an interesting tale to tell the educationist. A certain black-smith had to roll the wheel with one hand and sharpen the knives and axe on the moving circular-stone, with the other. Groups of school-children passing that way stood before the smithy enjoying the sparks of fire that came out of friction and wondering at the sinewy arms and muscles of the smith. He was tired and naturally would be glad of some help. He said to the children "You see, my young ones I am enjoying the fireworks (sparks of fire) all day and I am also very strong. I would allow each of you a share of the fun. Those of you who want to be strong as myself may just work at this handle and enjoy the sparks coming out." This appeal struck the most vulnerable point in the child's mind

and there was a great rush among them to be given the first chance. Everyday the smithy did the sharpening of axes without the trouble of moving the wheel. The children did it for him blissfully innocent of the fact that the smithy had "Axes to grind". The children cared to see only the wheel and the sparks.

In the same way the teachers have axes to grind in the shape of moulding the intellectual, moral, aesthetic, and physical education of children. A teacher needs all the watchfulness, coolness, presence of mind and professional knowledge of the pilot of a ship. For, the teacher is piloting the tender little boat '*the child*' along the stormy waters of life. Just as the captain of a ship provides himself with a telescope, mariner's compass, a chart of the route, life-belt, life-boats, etc., so also the teacher has to equip himself with a catalogue of the child's mental traits, chart of the presentation of the material and the imagination to suit means to ends. The child in after years will feel thankful for its safe and pleasant voyage through life. The child is the father of the man and the teacher largely makes him so.

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# HISTORY TEACHING IN HIGH SCHOOLS

BY

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Successful teaching of history is a task very difficult to accomplish. In the first place, there is no definiteness about the subject. In handling Mathematics and other exact sciences, the teacher knows clearly what the task before him is; but a history teacher has to do a considerable amount of thinking before he could choose the quantity of matter he is to dole out to his pupils. Not only that, he has to pick out the outstanding facts to be emphasised.

Secondly, if the teacher is not very careful, he could not arouse an intelligent interest in the subject, even in the most intelligent of his pupils. The unending names and dates would fall flat on their ears. Doubtless there is the biographical interest; but only a few historical personages could arrest their attention in this respect.

Then the average student of High School-going age would find it difficult to dive beneath the surface and grasp finer forces of history. The teacher might do something in this respect, but since the minds of pupils are not sufficiently matured, they may not understand him aright. Besides, the teacher has to hurry on; otherwise, he will not be able to finish the prescribed portion in time. Further, the paucity of suitable books, language difficulty, and the crowded nature of the curriculum prevent the over-worked pupil from doing any amount of supplementary reading. In the case of optional history students, the teacher might attempt a successful performance of his duty, as he has sufficient time for it; but even here, he is seriously handicapped through the low intelligence of the major-

ity of pupils, who take up history as their optional subject.

In the face of these difficulties, it is no wonder, that the teaching of history has degenerated into mechanical reading of notes or explanation of text-books by teachers. Lack of interest makes the pupils listless. Somehow they want to get to the end of the period. Just a few days before their examination, they cram their notes, and their answer-papers bear testimony to the amount of matter they have swallowed, but not digested. Mere memorising without securing an intelligent grasp of the subject—this is ingrained in them from the lowest classes. In this uninteresting work, the dull but persevering pupil easily out-distances his more brilliant rival; hence, in history the failure of intelligent pupils and the success of dull ones is no uncommon phenomenon. With examiners too, cramming is at a premium; for facts are counted, not weighed. An intelligent pupil, who by means of a few telling words or phrases lays bare the crux of a problem, is usually at a disadvantage in comparison with a dull, but more persevering one, who presents an array of ill-digested facts before the examiner.

Now the problem before us is to see whether it is possible to remove these difficulties and place history teaching on sounder footing. Can this problem be solved? Or, are we to leave things as they are?

Before attempting this task let us make clear in our minds the aim of history teaching. The aim should be to train the intellect of pupils, to make them grasp the

laws of evolution of institutions and ideas, and the subtle forces working beneath the clash of arms, turmoils and pageants, to estimate the national mind, its strength as well as weakness, to discover the material and the moral causes which lead to the rise and fall of empires, and last but not least, to study those rare phenomena of history, the supermen, how they modified the times in which they lived and how the times influenced them, or, in one word, their interaction. Viewed from this standpoint, the study of history leads to the highest intellectual development; it shows us our limitations, corrects our parochial outlook and enables us to envisage the affairs of mankind as a whole. It is a wholesome antidote against the narrowness engendered in us through the over-specialisation of a scientific education. Then there is the study of the history of one's own country. It makes possible for us to understand our strength as well as weakness, to draw inspiration from the lives of our national heroes and their achievements, and it reveals the working of the national mind, thus facilitating the shaping of our course for the future. Here we have to guard against unwarranted self-glorification which is the bane of most nations of the world today. They falsify history in the interest of patriotism and thus engender a false national pride, which is the enemy of all progress.

History teaching is not worth the name, if the teacher does not make an earnest attempt to realise these aims. The most important thing he has got to do, is to arouse the intellectual interest of pupils. This could be done effectively, if the teacher employs intelligent questioning to the best of his ability. By means of questions, the pupils should be led to discover the outstanding points in a lesson. The intelligent effort

put forth by them, will enable them to concentrate their attention on the topic on hand. As far as possible, pupils should be trained in forecasting the course of events from the data they already have. It is not that the ordinary history teacher does not know the value of intelligent questioning; but I doubt very much whether he has fully exploited its possibilities. Generally teachers content themselves with narrating facts and this makes their classes uninteresting alike to themselves and their pupils.

Another important thing the teacher has to be very careful about, is to emphasise the salient points in a lesson in such a manner as to make it impossible for the pupils to forget them. Before the teacher enters the class, he should have a clear idea as to the points he is going to emphasise. As far as possible, the pupils should be made to think out these points, and the teacher should examine them from all aspects. A lesson so taken will leave an indelible impression in the minds of pupils; and will enable them to answer properly by stressing questions which need stressing.

Finally, the teacher should approach his subject as a scientist. Intellectually, he should be absolutely honest, and he should encourage this quality in his pupils. By intellectual honesty, I mean complete freedom from prepossessions and prejudices of all sorts and the desire to sacrifice everything at the altar of truth. False patriotism and national pride which warp our judgments and hide truth from our vision should never be countenanced. Pupils should be led to see the strength as well as weakness of the nations they are studying, their own included, and finally surmounting the barriers of caste, creed and country, they should be made to think in terms of humanity as a whole.

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# DEVELOPMENT OF ELEMENTARY EDUCATION AND DISTRIBUTION OF ELEMENTARY SCHOOLS IN THE MADRAS PRESIDENCY.

BY

MR. V. K. SOURIRAJAN, M.A., L.T., DIP. ECON.

*Triplicane.*

## *Educational Policy of the Government.*

Till about the establishment of the British rule in India, there existed a number of indigenous schools. They were intended for the different religionists and the instruction offered mainly consisted of the literature, philosophy and religion of the different peoples. The pupils in these network of schools must have been few as compared with the vast population.

### *The Controversy between the Anglicists and the Orientalists.*

Early in the nineteenth century the activities of two sets of workers began to create a new tendency in education. The work of Raja Ram Mohan Roy and cultured Indians of his type was one and the activities of missionaries who set up schools was the other. As a result of these two forces, schools were set up in which English and the vernaculars began to be taught especially in Bengal. In Madras also in addition to the local indigenous institutions and three Government institutions there were a large number of Government institutions. "In the department of Elementary instruction in 1854, the S. P. G. in foreign parts supported no less than 186 schools most of which were in the districts of Tinnevely, Madura, Trichinopoly and Tanjore."<sup>1</sup> "To

encourage and guide education committees of public instruction were set up in Bengal in 1823 and in Madras in 1826. In the Bengal Committee there arose a keen controversy between the Orientalists the partisans of the traditional policy of teaching through the medium of the classical languages, and the Anglicists who wished to impart instruction to the Indians through the medium of English."<sup>2</sup> Sir Thomas Munro who was in Madras at the time was a keen advocate of the encouragement of vernacular learning. "He was convinced of the unsatisfactory nature of education at the time and he suggested certain active measures to improve the state of things. He proposed in his minute dated the 10th of March 1826, the establishment of a school at the presidency town for the purpose of training and educating teachers to be employed in Government schools and suggested that two principal schools should be founded in each collectorate, one for Hindus and the other for Mahomedans and an inferior school eventually in each Tahsildaree."<sup>3</sup> By the persuasive eloquence of Macaulay the Anglicist point of view gained the upper hand and two successive Governors-general (Lords Bentinck and Auckland) endorsed his policy. So the sys-

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1. Sathianathan—History of Education in Madras Page 39.

2. Hartog Committee Report—Page 12.

3. Sathianathan—History of Education in Madras Page 6.

tem of 'English Education' which was adopted and encouraged by Government, developed side by side with the indigenous schools. A factor which tended to draw away the attention from the classical language of the courts—Persian, occurred in 1857 when the substitution of the vernaculars as the language of the lower courts was ordered.

#### *The Wood Despatch.*

The next great step in the history of Indian education is marked by Sir Charles Wood's education despatch of 1854 which has been called the Magna Carta of English education in India. The despatch first imposed upon the Government of India the duty of creating a properly articulated system of education from the primary school to the University. Measures were taken to work out the policy laid down by the despatch by the constitution of separate departments of education with an adequate system of inspection, the establishment of schools for training and the introduction of the system of grants-in-aid to private institutions. Since Government employment offered an inducement large numbers of people particularly in towns took to English education.

#### *The Hunter Commission*

To review the progress of education in the quarter of a century after the introduction of policy laid down in the Wood despatch a commission was appointed in 1882 under the presidency of Dr. W. W. Hunter. The report recommended that "primary education be declared that part of education which possesses an almost exclusive claim on local funds set apart for education and a large claim on the provincial revenues as well." It added that "primary education was to be such as to qualify pupils for this position in life and was not to be regarded as a portion of instruction leading to a uni-

versity course." After a survey of the whole educational policy Lord Curzon's Government issued a resolution on the Government Educational policy in 1904. It stated that "primary education has hitherto received insufficient attention and an inadequate share of public funds. They consider that it possesses a strong claim upon the sympathy both of the supreme and local Governments; and that in those provinces where it is in a backward condition its encouragement should be a primary obligation. The resolution laid stress that effort should be made to adapt the teaching in rural schools to the needs of the agricultural community.

The increasing importance of education was recognized by the Imperial Government when in 1910 they created the Education Department by separating it from the Home Department. At the Delhi Durbar of December 1911, the King Emperor announced an annual grant of 50 lakhs of rupees for popular education so that "the homes of his Indian subjects may be brightened and labour sweetened by the spread of knowledge and in its train a higher level of thought, comfort and health." Nor was popular opinion slow to demonstrate itself in this period. G. K. Gokhale's bill for the introduction of compulsory primary education was officially opposed on the ground that it would lead to additional taxation which was not desired by the Government. But a declaration of Government educational policy issued in 1913 announced that the central Government had decided to assist local Government by large grants as funds became available, to extend comprehensive schemes of education. Among others the resolution laid stress on the following.

It re-affirmed the necessity of concentrating the direct energies of the state and the bulk of its available resources on the im-

provement and expansion of primary education on a voluntary basis. It insisted on the importance of improving and multiplying vernacular middle schools so that competent teachers might be prepared for the primary schools.

It suggested that the education of girls must be organized and emphasized the necessity for the increase of women teachers in girls' schools.

#### *Montford Reforms*

The policy encouraged the progress of education. The war period gave a slight set back. The Montford Reforms of 1920 made Education (except that of Europeans) a transferred subject confided almost exclusively to the provinces. Apart from certain matters of detail the Government of India have regarded all responsibility for Educational policy as devolved on the respective provinces.

The effect of the transfer of education as a ministerial subject became apparent in several of the provinces by legislation. In Madras the Elementary Education Act was passed in 1920. Under the Act provision was made for the creation in each district of a District Educational Council, for the levy, with the sanction of the Governor in Council, of a local education tax and the introduction of compulsion in suitable areas with the sanction of the local Government. The Local Boards Act of the same year had effects on education. With a view ultimately to transfer all Government elementary schools to local bodies the Act removed Elementary education from the purview of District Boards to be looked after by Taluq Boards, Municipalities as well as private agencies.

#### *Progress of Ele. Education in Madras.*

In the quinquennium 21-22 to 26-27 there

was a large increase in the number of schools and scholars; for efforts were made to provide school-less centres with schools. In 1924 an educational survey was made of the presidency to get a record of population centres, school-less areas, the number of children of school-going age and the number of such children attending school. As a result of the survey schools were opened in a large number of places with a population of 500 and above.<sup>5</sup>

The following table shows the improvement effected.

Population of villages.	Percentage of villages unprovided with schools to total number of villages.	
	1921-22	1926-27
	Per cent.	Per cent.
Less than 200	91	83
200 to 500	85	77
500 to 1,000	38	20
1,000 to 2,000	17	7

Page 116—Ninth quinquennial review of Education in India.

Compulsion was introduced in primary education in 21 municipal areas and portions of three taluq boards though a much larger number of local bodies of both kinds raised the education cess. In his report for 1930-31 Mr. Grieve noted that he reviewed the working of the scheme of compulsion in the Saidapet Taluq and recommended to abandon the further working of the scheme; for from the figures for 30-31 it was clear that compulsion was not effective and that the duration of school life had not improved.

5. The accuracy of the figures ascertained as a result of this survey was doubted by Mr. R. M. Satham who prepared in 1927 a special report on the progress of Elementary Education in the Presidency.

Statistics of Enrolment and Attendance in the compulsory areas of the Saidapet Taluq.

		1929	1930	1931
Standard	I	5,240	5,871	4,798
"	II	1,441	1,905	1,989
"	III	900	1,095	1,103
"	IV	452	602	517
"	V	91	142	167
	Total	8,124	9,615	8,574

"Experience has shown that although it is the avowed policy of Government to throw open schools to all classes, in practice, when compulsion has been introduced this policy breaks down—caste schools effected a complete and successful boycott of Adi-dravida population."

The present position of Elementary Education in the Presidency is as follows:

#### STATISTICS OF PUBLIC ELEMENTARY SCHOOLS FOR BOYS AND GIRLS ACCORDING TO MANAGEMENT.

Management.	1929-30.				1930-31.			
	Boys.		Girls.		Boys.		Girls.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government	2,415	94,512	47	4,158	2,599	101,891	49	4,531
Municipal	1,197	112,684	439	46,528	1,153	117,805	447	48,633
Local Board	14,226	759,246	3,110	151,257	14,241	767,736	3,362	165,741
Aided	30,899	1,240,087	1,584	112,465	30,600	1,262,447	1,651	119,936
Unaided	1,716	50,848	118	4,383	1,528	45,377	109	4,011

#### *Difficulties in the way.*

Although there has been a large number of schools and pupils, expenditure on public education and trained teachers the general result as permanent literacy has not been quite encouraging. The main difficulties which contribute to the condition are regarded as the following: (1) inadequacy of supervision, (2) the low general and professional qualifications of teachers, (3) the ephemeral character of many of the schools, (4) the large difference between average attendance and enrolment, (5) the unsatisfactory nature of much of the teaching, (6) the insufficiency of staff, (7) the condition of the great majority of parents who for economic or other reasons are opposed to the continuance of their children at school.<sup>6</sup>

#### *Elementary Schools and their Effective Distribution.*

##### Large Number of Small Schools

Although there has been a large increase in the number of schools and scholars in the Elementary schools in the Presidency, particularly since 1920, opinion is widely prevalent that the money spent on Elementary education does not give as good a return on account of the prevalence of certain grave defects. On account of the diversity of castes and the prevalence of caste intolerance special schools have been provided for Depressed classes, though such schools are being abolished and the pupils are asked to read in the schools managed by local bodies. In other cases like girls'

schools and Muhammadan schools separate schools are necessary to respect the feelings of the people in the former and to provide for instruction in a language other than the local vernacular in the case of the latter. The defects of all these schools are made larger because of the two evils of possible educational inefficiency and financial wastage.

On page 54 of the report of the Hartog Committee we find "In Madras the special officer who made proposals for reorganisation stated that there is considerable rivalry and overlapping both in urban and rural schools. The members of the Missionary Educational Council of South India state in their memorandum that some of the District Educational Councils have tried to prevent the overlapping of schools, but not always successfully. In consequence, schools under public management have often been set up in such a way as to be detrimental to aided education with the result that there has been no real expansion in such places." So the need for consolidation of schools is realized on all hands. The Fraser Commission on Village Education in India appointed under the joint aus-

pices of the Missionary Councils of Great Britain and America say in page 159 of their report, "Indian educators must realize that the economic conditions in the country will not justify a school for every village; that they must give up their conservatism and prejudices or starve educationally."

#### *The Champion Report*

Mr. H. Champion, M.A., I.E.S., who investigated the problem of consolidation and concentration of Elementary schools in the Presidency, prepared a masterly report (published with G. O. 740 dated the 23rd of April 1930). From his report it is learnt that on account of schools being small each rural school teacher has not got the full complement of 30 pupils to teach. According to him the problem is made serious when the small number of pupils that each teacher has to handle belong to different classes.

#### *Plural Class Teaching*

"In view of the very large number of existing single teacher schools and in view of the fact that these schools cannot all be replaced or remodelled for a considerable time, the system adopted in Bombay and

	Boys Schools.		Girls Schools.	
	Government Municipal and Local Board.	Aided	Government Municipal and Local Board	Aided.
Standard 1	28	20	39	39
„ 2	11	8	10	12
„ 3	8	5	7	9
„ 4	6	4	4	6
„ 5	2	1	2	3
Number of teachers	2	2	2	3
Number of pupils per teacher	27	21	27	20

Assam of giving special instruction in the training schools in the methods of plural class teaching is obviously beneficial." <sup>7</sup> The Royal Commission on Agriculture commented on the inefficiency of single teacher schools. Though it has to be admitted that such schools ought not to be multiplied in any scheme of expansion, it is to be pointed out that Mr. J. A. Richey (formerly Educational Commissioner with the Government of India) opined that single teacher schools are still indispensable in India, and that there are many good single teacher schools in India, although it cannot be denied that the task of the teachers in such schools is a hard one.

The table on page 111 is taken from the report referred to above.

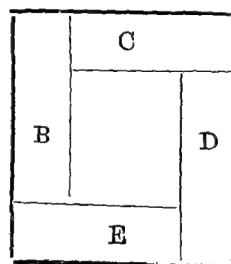
#### *Need for Consolidation and its Difficulties*

The necessity for consolidation of schools so that education might be imparted efficiently and financial wastage might be checked is recognised on all hands. The amalgamation of all schools cannot be contemplated since aided schools have a purpose of their own nor can denominational schools which function with large funds be expected to agree to any scheme of amalgamation with public institutions. If consolidation of girls' schools were made abruptly the immediate result would be the stopping away of girls from schools and thus a reduction of the number of girls attending school. Yet there is need for the concentration of schools. The problem though it appears to admit of no alternative the public are still clamouring for the creation of new schools for small communities—like the Roman Catholics in the South Kanara District.

#### *The Central School*

Mr. Champion has suggested the creation of central schools so that there might be the prevention of the multiplication of small

schools and the path might be made clear to hasten the process of concentration of a number of small schools into a large one. The report suggests, "In every ward or other part of the town or groups of villages, a school centre can be created with accommodation for about 1,000 pupils. It must ultimately be able to have separate sections for caste Hindus, Muhammadans, Depressed classes and girls. To act as feeders there might be junior schools with classes 1 and 2 alone for very young pupils who might not be able to walk the distance. The aided schools will have to remain outside the scheme of central schools and develop their individuality."



- B—Section for caste Hindus.
- C—Section for Muhammadans.
- D—Section for Depressed classes.
- E—Section for Girls.

#### *Advantages of the Central School*

These central schools are suggested to be located at a distance of two miles so that pupils need not have to walk more than a mile in reaching the school. At present in those municipalities where compulsion has been adopted on account of the provision for several classes of schools there is duplication of expense in teachers, school houses and sets of apparatus.

There are various advantages which are likely to result in the creation of central schools from the point of the management, the teachers and the taught. Such schools will solve the problem of additional expen-

7. Report of the Hartog Committee—Page 79.



diture and facilitate administration of schools—the whole school being under one headmaster. The Inspectorate can pay better attention and make more frequent visits. The bringing of the schools for the Depressed classes to a cultural centre would be an incentive to work. A number of teachers will have to work in close proximity and therefore the abuses which are likely to be felt if schools are far apart in inaccessible places—absence from station or continued neglect of duty are discoverable and can be set right. It would be a stimulus to good work as well. If the several sections of a central school work well for a time then it can be the starting point for co-education with a view ultimately to convert the two sections into a mixed school for boys and girls. It is sometimes felt that Muhammadan parents are not enthusiastic about secular education. If however the pupils should be brought together it is hoped that the pupils would be made alert since competitive atmosphere would set in. Provision could be made for the teaching of common subjects like English to all sections of a central school at the same time in one place and thus bringing together all pupils. The presence of a large number of scholars in standard V of an Elementary school would be an inducement on the part of the management to raise to a higher Elementary school with a vocational centre. If such a scheme were to fructify the school centre would become a real cultural centre and easily lead to a system of compulsion being introduced.

#### *The Junior School*

The creation of central schools are likely to be of advantage to older children of standards III to V. So there is need for setting up the first two standards of all existing schools as junior schools. The schools managed and owned by teachers are sought according to the report to be recognized on

the basis of standards and one teacher for each standard. Such junior schools would have full classes if the authorities granting recognition do not approve of new schools being opened and if they can have the strength by drawing away pupils from existing schools, the position of and the instruction in teacher-manager schools would improve considerably. From the point of view of a scheme of Elementary education the creation of the central school is likely to give a definite symmetry and form of expansion which each local body would have to adopt.

After suggesting the formation of central schools in Part I of his report, Mr. Champion worked out how the working of the suggested scheme would lead to educational efficiency and check financial wastage. He worked out a scheme for the municipality of Vellore and village of Kottur. In recommending the adoption of the suggestion it was pointed out how the adoption of the principle would lead to a very large saving of money if the case of the Vellore Municipality and the Kottur village were taken as typical.

#### *The Government Order.*

The Government accepted the principle of the report with slight modifications:—  
(i) in places where the language of the Muhammadans is the local vernacular separate sections need not be opened for them in the central schools; and (ii) separate sections need not be opened for Depressed classes—these being admitted in the same section with caste Hindus.

#### *The Future.*

It seems however that Mr. Champion's recommendation has a better chance of success than the modification in the Government order. Even at present the provisions of clause 45 of the Elementary Education Act are sought to be overcome by

pressure on parents of Depressed class children outside the school. If the scheme of central school should be tried for some time with separate sections there is a possibility of the pupils and parents of different communities getting used to the arrangement so that in the long run a common sec-

tion might be created for both classes of pupils. If Elementary education is to make any appreciable advance in quality it is imperative that classes should be fuller, teachers should be better equipped and the public should take a keen interest in education at large.

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## THE LANGUAGE OF GESTURES

BY

MR. V. J. MANI.

The world is now having a great wave of revolution in every aspect of human life. This is a happy sign indeed. Just the other day, when I was puzzled as to what a maze of intricacies one has to pass through for the mastery of a language, with all its quixotic spelling of words, their shades of meaning, their influxions and more than all their maddening grammar, I stumbled, luckily, upon the essay of Prof. A. M. Low "On Numbers". I sighed in token of saying "Oh, a great seer has come". I am one with him in his use of "abbreviations" but I would have all communications only by gestures and sight signals.

It might appear, at first, rather fantastic to think of a man talking to a friend of his in grimaces, contortions of the face and movement of the limbs; but dive deep into the subject, view it without the prejudice of ages, you will find what a bright future there is going to be for the world, if such a system is perfected.

It is admitted on all hands that languages are only means to an end and not an end in themselves, as the chief aim has been communication of thought for intellectual commerce. There are at least three ways, in which one's thought may be communicated—by thought waves, by sound signals and by sight signals.

Dr. Besant, in her phenomenal book on "Thought Power", mentions of a "pineal gland, the function of which is unknown to the Western Physiologists and with which the Western Physiologists do not concern themselves. It is a rudimentary organ in most people, but it is evolving not retro-

grading." I have very serious doubts. I ask, "If the gland is evolving not retrograding, it should have been possible for us to transmit thought by waves more easily than the sages of the bygone ages." It is not so.

When last I appeared for the —Degree examination I thought and thought about the questions and was sure that one at least of my choice would be given; but to my sad disappointment, not even one came out. Whatever the learned philosopher might say, such a system of transmission is possible only in the case of highly evolved beings and not in the ordinary run of mankind. Even sages have to waste time and energy to achieve that power.

The wave transmission being thus found impracticable, the sight and sound signals, now stand out as the rival claimants for use; but it is strange that mankind has shown a great predilection for the latter in complete ignorance of the former. The much neglected and downtrodden language of signs now makes an appeal.

Prof. Galsworthy, a great thinker, is alarmed at the gigantic progress the world is now making in scientific inventions and prophesies that in a few generations, the human body would consist only of the head, the limbs getting atrophied without use. This is but too true. The remedy for such a world catastrophe would be not the total abandonment of scientific pursuits, but the introduction of a new system of languages—language system by gestures and signals, a language spoken by the limbs and not the mouth. This makes physical exercise obli-

gatory on everyone and men, in future, will be as strong in arms as they will be in head.

The natural proclivity of the mind is for things and not for sounds, and an investigation on memory has revealed the fact that impressions received through the eye are more numerous and lasting in effect than those received through the ears. The eye being sensitive to ether waves, is of a higher type than the ear which is sensitive only to the waves in the air. The range for the eye too is by far greater than that for the ear. The distant stars can be seen, but the whirr of their movement is not heard. Coming out of an exhibition one can recall a number of objects seen, though promiscuously, but coming out of a fish market few can be recalled. In lecture halls you would have one man speaking and others silent; and would set up a howl, if there is the slightest disturbance, whereas when you are out for a walk you can see a vista at one stretch, the presence of one object not disturbing the sight of another.

In quest after truth one depends more on eye-witness than on hearsay. No one would pay heed to the words of one, if he begins saying "I have heard"; while every word is taken as Gospel truth if the statement is begun with "I have seen".

This language of gesture is not without its artistic side—I mean literature. Go to

the cinema halls. Does not the silent language of actions appeal to your aesthetic and emotional sentiments more emphatically than all the literature? The great popularity of the cinemas over dramas is a proof of the tacit supremacy of the language of gestures over spoken languages. The nodding of the head, beckoning by hand, sighs, laughing, smiling, grinning, saluting are long speeches condensed into one action. They have so much to tell of those who produce it. Call a child to you with arms folded and standing stiff-necked, it will turn its back on you; but gracefully bend in affection, stretch your hands and with smiling looks beckon the child, it will fly to your arms. Here is the triumph of the language of gestures; this is natural language indeed, —a language that even the child can understand.

Great thinkers are behind the formation of the world Esperanto, the *lingua franca* for all nations. To be sure they have missed the way for it. The silent language of gestures has been and is going to be the Esperanto; all other languages being only artificial.

Well, in matters that hamper the progress of mankind, blind prejudice does not find a place. Morality has changed, religion has changed, why not language too? We shall be up and doing what is needful to the people.

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# OUR EXAMINATION SYSTEM—ITS DEFECTS—WHERE IT NEEDS IMPROVEMENT

BY

MR. C. V. HANUMANTHA RAO, M.A., B.ED.,

*Ramachandrapuram.*

The problems of examination are exceptionally difficult and pressing in the present condition of our education. The Calcutta University Commission record abundant evidence of the way in which the machinery of examination has so profoundly affected the whole psychology of our education from the Primary school upwards to the University. Though conditions may not be bad everywhere, the dominance of the examination is an universal feature. In colleges men lecture to the students that they should learn for learning's sake; but the first duty of an Arts college, as generally conceived by parents, the public and the staff, is to enable students to pass the University Examination. In the High Schools, the percentage of success obtained at the final examination is the chief test of merit in the public eye. This attitude is not wholly unreasonable in view of the prevailing conditions. The whole atmosphere of the School Final and the Matriculation scheme is one of preparation for the examination.

Thus it has come about that all teaching in India has come to be compressed tightly into the limits of the examination system. Certainly in the case of a great number of candidates appearing for the lower examinations, and possibly in the case of a good percentage of candidates for the higher University examinations as well, the efforts of the students are directed to the memorization of dictated notes and of information

which can be obtained from Keys and compendia, while to some extent, teaching has tended to rigidly restrict itself to the limits of the printed syllabus. In the case of High School students, memorization of suitable notes is "due in part to their incomplete knowledge of the medium of instruction—English—but is chiefly adopted, because it has been proved by experience to be the simplest method of passing the examination." It is not therefore surprising that, except in the case of a few keen students, whose distinguished work at centres of Indian and foreign academic life shows that it is not capacity that they lack, but only external stimuli to further work, books are laid aside after the examination is over and the laboriously acquired knowledge is quickly forgotten.

The evil of examinations is most rampant in the Secondary School Course. One main factor that has contributed to the building up of the situation is the economic pressure, due to the fact that success in life for most students depends on their passing examinations and tests of one sort or another. Prof. Radhakamal Mukherjee has enumerated amongst the defects that have produced this situation, "the emphasis of egoistic interests, and the neglect of communal and cultural interests and a general decline of moral and spiritual strength in the selfish pursuit of an education for mere livelihood which is due to the overcrowding in the professions and consequent demoralization

and economic and political dangers." Apart from this complex synthesis of the operative factors, the chief points to be noted are that the student who is compelled to pass the examination in a tongue not his own is necessarily resorting to an unhealthy cram and an inert kind of passive receptivity. Once a good working knowledge of English is attained, the tyranny of the examination system tends to diminish; but even here, the habits of cram ingrained in the lower classes continue to have deleterious influence on the activity of the mind.

The defects of the system of education are therefore the inevitable cause of the defects in the system of examination. The group teaching system, characteristic of the educational system of India, does not promote the power of accurate expression or vigorous thinking for one's self; and this in turn discourages an independent study of books by the student and make the average one depend upon bazaar notes and keys. Dr. Brajendranath Seal, Ex-Vice-Chancellor of Mysore University, attributes the habits of cram and passive receptivity mainly to the imposition of a foreign medium of expression on the student. He recognises that even in the best system of education there is a place for healthy intelligent cram, i.e., for a readily available store of information concentrated on a particular point or topic or for a particular occasion, both in scholastic training and examination as well as in the actual arena of life. But the unhealthy cramming of the school-boy is without a basis of sensing and visualization and of concrete imagining. In his own inimitable way Dr. Seal would declare that "mental hybridity, a confusion of mental strains, with accompanying sterility, tends to be produced among stocks less stable and fixed, less true to type, or with less power of cultural resistance than the Indian." The reign of cram is almost absolute in subjects like English and History, and is rendered

worse by the boys' habit of reading textbooks over and over again. Moreover the large number of students presenting themselves for examination makes it a mere test of memory and the examiners' function tends to become "more to check errors of memory than to test the ability of a student in the handling of a particular question." The very nature of examinations in non-professional courses is very elusive and varied. A definite percentage of marks, which examining bodies generally insist upon, should convey an intelligible meaning to the public; and the most important component elements of the candidates' capacity which an examination can test are, to put them simply, (i) memorization, pure and simple; (2) memorization accompanied by understanding; and (3) power of applying knowledge to some useful purpose or capacity, though it is difficult to draw the dividing lines between the three. It is very difficult for examiners to enforce the distinction between memorization and knowledge through the plan of accumulating percentages of marks for the different questions in a haphazard way.

Again, the system of setting alternative questions is justifiable only in those cases where the candidate has to cover a wide field; but it is obviously unreasonable to set "any alternative to a question testing knowledge which we regard as essential for any candidate who should be allowed to pass or to set a question testing pure memory as an alternative to a question testing capacity and intelligent appreciation. A large body of opinion is in favour of doing away with alternative questions in the lower stages of the examination and of students sitting for higher examinations to write essays sustained by logical thought and criticism. It is the business of Universities and other examining bodies to model the examination system in such a way "that the only chance for a student to distinguish



himself will be by reading widely and outside any prescribed syllabus and by thinking intelligently about his reading; at any rate the papers should be so framed as to offer special opportunities for such students."

Lastly, the system of marking, particularly when a large number of papers are valued by several examiners, has always been difficult and vitiated frequently by the attempt to maintain a uniformity of standard. Examiners should therefore be allowed the freedom of determining, after the

whole paper has been examined, whether the candidate deserves a pass or what division he is entitled to, special excellence in an answer should receive adequate recognition possibly by the provision of a margin for general impression. The question of moderating and allotting compensation marks is very complex and has been exercising the minds of our examining authorities seriously. Examination in compartments is condemned in some quarters; while "viva voce" tests, library examinations and course work and other tests are coming more and more into prominence.

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## THE S. I. T. U. PROTECTION FUND.

BY

MR. S. T. RAMANUJAM.

The idea of South Indian Teachers' Union Protection Fund originated so far back as 1918 when there was an epidemic of termination of teachers' services in many districts. About this time, there also came to notice a case of assault of a head teacher by the personal assistant to the Collector of Trichinopoly who, in one of his lapses from sobriety, took the law into his own hands as a parent to cudgel the headmaster for having punished his son. There were also cases of teachers dying penniless, leaving nothing behind even for their funeral expenses. To combat this triple menace of the unmoral employer, the misguided parent and the imprudent teacher, some professionally minded teachers conceived the idea of a Protection Fund for teachers.

The father of this idea is Mr. C. S. Ranga-swami Iyengar, Headmaster of the Municipal High School, Villupuram. With remarkable insight and foresight, he drafted a scheme for a "Trade Union" Fund, whereby every teacher-member of the S. I. T. U. was to pay a levy of some pies on every rupee of his average monthly salary, the accumulations of which were to be utilised for providing relief in cases of death, retirement, termination of service, illness and unemployment. Mr. C. S. R. attempted to pilot the scheme through the South Arcot District Teachers' Guild and succeeded in creating a stir.

At the Palghat Conference, in 1921, I took the cue from my friend and moved a resolution committing that conference (presided over by Sriman S. Srinivasa Iyengar, then University member in the local Legislative

Council) to the principle of what was christened as a "common good fund", the starting of which was also incorporated in the S. I. T. U. rules as one of its objects. From a trade union fund, the fund was thus sought to be shaped into a "Mutual benefit" and trade union fund. At Trichinopoly I carried on an unceasing propaganda, drafted a scheme and got it passed by the Guild at Trichy, thanks to the leadership of Mr. P. T. Srinivasa Iyengar. Four successive Conferences reiterated the resolution and the scheme and finally a detailed set of rules was framed by the Tinnevely Educational Conference which actually started registration for the fund after a full discussion on the scheme. On 29-12-1924, a meeting of the subscribers of the S. I. T. U. Protection Fund was held in the Hindu High School, Triplicane under the presidency of Mr. S. K. Yegnanarayana Iyer, President of the S. I. T. U. The bye-laws framed at Tinnevely were amended after a free discussion and a committee of action was elected to further organise the Fund, with Mr. P. A. Subramania Iyer as its Chairman. The rules were referred to Mr. K. V. Krishnaswami Iyer, High Court Vakil, for legal opinion. The rules, as amended by the legal expert were sent up to members. As many as 288 registered themselves in response to the call of the Union. But still there were criticisms that the rules of the Fund were unsound and un-workable, both from mathematical and actuarial points of view. Sponsors of the Scheme, like myself, actuated by professional enthusiasm for the cause, however,

carried on propaganda for the Fund as a *Scheme of present sacrifice for a future benefit in the interests of professional solidarity*. At every stage, the supporters of the Scheme, knew that the rules were empirical and that they required revision. They therefore kept in touch with the R. M. S. Mutual Benefit Fund, the N. G. O. Mutual Benefit Fund, the Bengal Nagpur Railway workers' Fund, the Venus Assurance free insurance scheme, the Xian Mutual Benefit Fund, and with them, the S. I. T. U. Protection Fund was undergoing a new change. The trade union idea and the Mutual Benefit idea were abandoned, and the rules of benefit were subjected to mathematical scrutiny by an S. I. T. U. committee at Nandyal which presented its report at the Vellore Conference, 1927. In this revision, the scheme was framed with some elements of stability, such as accumulation of reserves, graded payment of benefits and non-payment of retirement benefit till 10th year. But still, it was pointed out that payments to members before the 19th year worked to the disadvantage of the fund in the case of death and payments by members after the 13th year were a loss to members in case of retrenchment and the benefits they received were disproportionate that the fund was more advantageous to aged members than to youngsters and that therefore teachers would wait till their 40th year to join the Fund. But the Fund was brought into working order on the 1st January 1928, after continuous propaganda for nearly a decade, through the press and the platform of Guilds. Out of the original registered members, 157 agreed to abide by the revised rules and the remaining dropped out. Thus did the S. I. T. U. Protection Fund come into being on the basis of the dividing plan and call system of payments.

#### WORKING

The quinquennium (1928-32) that has now elapsed has not only justified the idea

of the Fund, but it has also very tangibly demonstrated the teachers' ability to come together and their capacity to run things in a business-like way. In 1927-28, 107 *new admissions* took place. There was one withdrawal due to over-age. There were 7 removals for default. There were two deaths. In 12 months, the co-operation of 264 members of the S. I. T. U. was responsible for laying by Rs. 2,993-6-8, besides helping, however little, the S. I. T. U. journal by a contribution of Rs. 50 and enabling some subsidized propaganda to be carried on for the first time in the annals of the S. I. T. U.

In 1928-29, there were 111 new admissions, 15 removals for default, one withdrawal due to old age and 1 death. The fixed call system proved to be a blessing and we had not only ready money for propaganda and for prompt benefit payments, but we had in the second year of the Fund Rs. 7,271-7-10.

In 1929-30, the Presidentship of the Fund changed hands from Mr. S. K. Yegnanarayana Iyer to Mr. P. A. Subramania Iyer, while Mr. S. Madhava Row continued to guard the Fund with remarkable care as his pet child, without any honorarium. In the year, there were 147 new admissions, 14 removals for default, and 4 deaths. The Fund grew to 13,023-8-6 with 468 members. It was registered under Societies Act XXI of 1860, in response to a demand for registration by the members, as seen from the amendments (vide page 9 of 3rd Annual Report).

As one of the prime movers in the birth of the Fund, I was insisting not only on registration of the Fund for ensuring confidence in the administration of the Fund but also in the interests of financial soundness and the future interests of the Fund.

In 1930-31, the President and Secretary changed and were replaced by Messrs. M. S. Sabesan and R. Ramakrishnan respectively. There were 197 admissions, 10 removals,

and 1 death. 654 members had raised by their co-operation Rs. 20,154-3-3. The Fund now not only helped the members of the family of the deceased teachers but also showed its ability to help in need two teachers of Erode in distress, thus justifying the original intentions of the sponsors of the P. F. movement of making the Fund meet the wants of teachers in cases of death of any kind and distress of any kind. The Fund has also been able to declare an honorarium to the Ex-Secretary and the defacto Secretary.

In 1931-32, the progress of the Fund was sufficiently telling to encourage members to rush for admission. There were 358 new admissions, 18 removals; 6 re-admissions; and 3 deaths. The number rose up to 997. Applications came rapidly and as the first unit of 1,000 has been reached, members are in the waiting list. Thus, in five years, roughly 10% of the teachers in High Schools, and a sprinkling of Elementary School masters and College lecturers, have knitted themselves into a phalanx of the S. I. T. U., shown a remarkable professional sense, and responsiveness to the call of the professional organisation and built up unconsciously a sum of Rs. 32,876-10-8, no mean achievement for derided, divided and depressed school masters! The Reserve Fund of Rs. 2,717-10-0 may be visualised as the reserve for professional organisation; the Profession Fund of Rs. 1,216-6-0 as our Defence Fund; the benefit amount of Rs. 28,055-6-8 as our Protection for real death and death from the profession and the balance of money called the Working Fund as our Propaganda Fund for promoting our moral and material strength. This in brief is the history of the working of the S. I. T. U. Protection Fund from 1928-32.

#### DRIVE AGAINST UNSOUNDNESS AT A FUTURE DATE.

During the progress of our Fund from success to success, with favourable morta-

lity of members, with low average age of admitted members inspite of absence of age scrutiny, with good investments, careful management and introspection of members, there were within the ranks of members of the S. I. T. U. Protection Fund, and its Board and in the Executive of the S. I. T. Union men who realised their responsibility as initiators and directors of the Fund from its inception to take this period of 5 years as a definite stage in the life of the Fund for making the Fund actuarially sound, to remove the standing objection against the Fund. Other Institutions like the N. G. O's and the R. M. S. had found the futility of the dividing plan scheme and the potentialities of insolvency overtaking their Funds and they had re-organised their Funds on expert advice. The general body of the Protection Fund which met at Madura on 13-5-1932 in a business-like manner referred the question of revision to an actuary. *The Board of Management* moved at the instance of Mr. S. K. Yegnanarayana Iyer who as the President of the S. I. T. U. and first President of the S. I. T. U. Protection Fund had the moral responsibility to place the Fund beyond all cavil, even though with some sacrifice on the part of existing members. Thanks to the unrequited help of a budding actuary at Trichinopoly, I was able to discover for myself the weaknesses of the Fund as it was and I supplemented Mr. Yegnanarayana Iyer's external *drive against the unsoundness at a future date* of our Protection Fund by agitation within the Board. Agreeably to my insistent representation, Mr. Sabesan, the President of the Board and the other members agreed to have a meeting of the Board and we met on 21-8-32 at Madras, when the Board, as such, unanimously resolved that "the principle on which the S. I. T. U. Protection Fund is now working needs immediate revision, according to the opinions of actuaries consulted; that the same be altered and that

the fund be re-organised on Scientific actuarial basis"

### BOARD'S PROPOSALS.

The Board also outlined the principles of revision viz:—

(a) two classes of members, paying 1 rupee per month and Rs. 2 per month.

(b) death benefit ranging from Rs. 500 to Rs. 800 in a period not more than 25 years in case of death, for Rs. 2 class.

(c) retirement benefit from Rs. 250 to Rs. 750 from 11 to 25 years for Rs. 2 class.

(d) proportionately reduced benefits for 1 rupee class members.

(e) payments out of regard to equity to dissenting members of such amounts as may be recommended by the actuary.

(f) unlimited strength of the Fund.

(g) reduction of age of admission from 40 to 30.

(h) overage fee for those between 30 and 40 as determined by the actuary.

The Board resolved to invite Prof. Madhava or Mr. L. S. Vaidyanathan to take up the work on hand and to take legal opinion about changes.

The actuary and the S. I. T. U. Protection Fund Office have worked hard at the revision since then. The actuarial report has shown beyond doubt:—

(1) that "no state of insolvency" exists.

(2) that the "fund is free to give full credit for the full past duration of members."

(3) that all benefits including retirement and withdrawals for any cause—(for which we were agitating) could be given.

The actuarial report has also placed the Fund on a sound actuarial basis, giving the death-knell to the dividing plan and making the Fund *a scheme of present sacrifice for a fixed graded benefit in proportion to our demonstration of professional solidarity*, for all time. The Fund is made to suit the paying capacity of the member

and the successful working of the Fund by the first phalanx of the forward thousand of the South India Teachers' Union will enable existing members who want to retire, to receive what is their due morally, and continuing members to earn bonuses every five years of membership in the Fund. The obligations and rights of members are no longer left to chance as before but they are defined beyond any doubt. The revision of the rules of the Fund has not only revealed our solvency and our successful emergence through empirical nonsense, it may be, but it has also placed the Fund on a rock bottom basis, denying to those who thought of gambling on the strength of the dividing plan the chance to make Teachers—cheaters; and above all satisfying honest critics who have helped us from time to time to hasten slowly in order to be sure of our funds in future. The benefits proposed, in the case of continuing members who elect to pay Rs. 24 per annum is almost what it is under the existing rules. The table doubled will clearly show that if existing members elect to pay Rs. 2 per annum, they will get at death in 1933, Rs. 550 for 5 year members, Rs. 540 for 4 year members and Rs. 500 for 1 year members. This is more than what they would get if they belong to the 2nd unit of 1000 under existing rules in the case of death. In the case of retirement, where under existing rules till 1937, no body would get anything. Now provision is made to grant Rs. 100 to a member who has completed 5 years membership and who elects to pay Rs. 2 in future. Numbers can both terrify people and please people, but it depends on how we look upon members.

### BOARDS' AMENDMENTS TO RULES.

The amendments of the S. I. T. U. Protection Fund Board are in conformity with the actuary's report, the Board's intentions and the General body's directions. The vital changes in existing rules now await-

ing discussion and decision—they alone will be discussed in the absence of specific amendments previously notified—relate to finance, membership, strength, admission, classification of Funds, calls and benefits, Fund year, investigation, and alteration of rules.

(1) The Finances will be made up of Registration fee of Re. 1, *extra registration fee of Re. 1* for every year of delayed membership, annual subscription of Re. 1, an annual contribution of Re. 1 and *monthly call money* of Rs. 1, 2, 3, or 4.

(2) The membership will be of *Teachers in service* only, who are and continue to be, members of the S. I. T. U. and who are below 30 or between 30 to 40.

(3) Strength will be *unlimited*.

(4) *Admission after the age of eligibility* for admission is *penalised* by an extra registration fee of Re. 1 for every year of delayed membership.

(5) Classification of Funds will be into:—

(a) Reserve Fund made up of registration fees to be used for declaring bonuses.

(b) Profession Fund made up of 50% annual contribution to promote the objects of the Fund and the S. I. T. U.

(c) Benefit Fund made up of monthly calls and interest thereon.

(d) and Working Fund made up of annual subscription and 50% of annual contribution, for office work and propaganda.

(6) Calls will be monthly calls only without any notice.

(7) Benefits will be fixed benefits but increasing in proportion to the number of years of membership in the Fund with professional sense, un-influenced by banking insurance, provident or lottery ideas.

(8) The Fund Year will end with June.

(9) Investigation every five years is assured and with it a declaration of bonus from surplus, if we conserve the accumulated reserve and benefit amounts without continuing to gamble away money on the dividing plan.

(10) Alteration of rules will be only at the annual ordinary meeting, with reserve powers for the Board to bring about changes in the interests of the Fund and amendments with due notice only will be admitted.

N.B.—Members must remember that the institution to survive must grow on the sacrifice of individuals.

## FROM OUR ASSOCIATIONS

### THE ANANTAPUR DISTRICT TEACHERS' GUILD

The Fourth Annual Conference and general meeting of the above Guild was held at Tadpatri on the 18th instant in the Municipal High School.

About 35 delegates representing all affiliated associations in the district except Madakasira and Hindupur were present.

The proceedings commenced with prayer, followed by a welcome address by Mr. S. Vaidesvara Aiyar, Headmaster, Tadpatri, who in a brief speech pointed out the importance of the Guild holding its conference at different centres by turns, so that the teachers might come into contact with one another both to enlighten and to be enlightened. He also answered the very usual question "What has the Guild done for us?" by citing the achievements of the S. I. T. U. and concluded by saying that the influence of the Guild on the authorities and the public depends upon its strength even as the National Union of teachers is able to do in England by its mighty organization.

Mr. S. Kuppaswami Aiyar, the Vice-President of the Guild, who occupied the chair in the absence of the President, then requested the District Educational Officer, Mr. Gulam Dastagiri Sahib, to open the Conference. In the course of his request he observed that the D. E. O. is the presiding deity of education and referred to the magic touch of Mr. Abdus Salaam Sahib, predecessor to the present D. E. O., and his sympathy and co-operation with the Guild. He hoped that Mr. Gulam Dastagiri Sahib would also possess the same magic touch and help towards the successful working of the Guild.

Mr. Gulam Dastagiri Sahib, B.A., L.T., the District Educational Officer, was garlanded amidst cheers and in declaring the Conference open addressed as follows. The success of the Guild depends upon how its members work in the different spheres. Though the Ceded Districts are called backward, there is really nothing backward in the matter of education, but they only suffer under a sense of backwardness by others frequently dubbing these districts as backward.

The upbringing of pupils depends upon two factors, heredity and environments. The slow pace of this area in intellectual pursuits in the past was due to want of direct and rapid communications with the metropolis, the intellectual centre of the Presidency. There is no healthy influence of surroundings in these parts. Hence there is the serious problem of raising the mental capacity of the pupils here to the standard in other parts. Another problem to be faced is the rousing of a spirit of restlessness among the pupils and then directing it in useful channels. Mere college education should be deprecated; the ideal of the Secondary schoolmasters should be to develop the innate faculties and aptitudes of the pupils, irrespective of University education.

The aim of education in the past was the same as at present, that is to fit students to become clerks in offices and hanker after a few intellectual professions. This aim should change with the growing needs of the modern society, when democratic influences require leaders of communities and citizens that will play their parts in the different and various spheres of life. Referring to the optional subject in the S. S. L. C., he stressed on the importance of each school specialising in a particular optional according to its own local conditions. Finally, he deplored that while there is great cry for better prospects and service conditions of teachers just the opposite is going on by the salaries of teachers being cut and the normal scales suspended. The opening speech over, Mr. F. Maltus Smith, M.A. (Oxon), Principal, L. M. High School, Gooty, who was garlanded amidst applause, delivered an interesting and informing address to the audience taking up for his theme, "Certain Impressions and Experiences of his recent visit to England". Among other things, he referred to the comfort and amenities provided in ships, the Suez Canal, the weather in England, the means adopted towards traffic control in the busy streets of London, the catching and attractive ways of advertisement, and the War Memorials in England and Scotland. The third Annual Report of the Guild was then read by the Secretary which indicated the progress made during the year in the matter of organization and the plan of future work.



At the request of Mr. P. Raghavendrachar, Headmaster, Uravakonda, the D. E. O. declared the Educational Exhibition open. The delegates then went to the Exhibition stalls and were impressed particularly with the exhibits in the Elementary Science section. Indigenous manufactured articles formed also a feature of the Exhibition. The Conference re-assembled at 2 p.m. when resolutions brought forward by the affiliated associations were considered. Among other matters the resolutions pleaded for the abolition of cuts in the salaries of teachers and the restoration of normal scales, increased teaching grants to private schools, extension of concession to teachers in private schools regarding adjustment of provident fund to insurance premia, lightening of syllabuses in History, Geography and Elementary Science in S. S. L. C., payment of remuneration to chief Superintendent of S. S. L. C., a uniform rate of travelling allowance to all assistant examiners of S. S. L. C. irrespective of salaries, provincialisation of the Headmaster's services in Local Board and Municipal Secondary Schools, the removal of G. O. No. 1804/10-12-32 regarding reduction of High School staff and ways and means of extending Guild work in the coming year.

In pursuance of one of these resolutions the newly formed Guild executive waited in deputation on the Chairman, Municipal Council, Tadpatri, and it is glad to report that the Chairman gave it a sympathetic hearing and readily consented to reduce all cuts in the salaries to the uniform standard of 5% promising to remove even this and to restore the usual scale in case the tolls on vehicles were restored as contemplated in a Bill in the Legislative Council. There was an enjoyable "At Home" by the Tadpatri Municipal High School Teachers' Association at which the Chairman, Municipal Council, and a few non-teacher guests were present.

The following office-bearers were then elected. President—Mr. S. Kuppuswami Aiyar, B.A., L.T.; Vice-President—Mr. S. Vaideeswara Aiyar, B.A., L.T.; Secretary—Mr. C. Ranganatha Aiyangar, M.A., L.T.; Joint Secretary—Mr. M. Appa Rao, B.A., L.T.; Auditor—Mr. P. Raghavendrachar, B.A., L.T.

The next Conference of the Guild was invited to be held at Uravakonda.

The Tadpatri High School Teachers' Association is to be congratulated and thanked for the arrangements it had made for the Conference.

C. RANGANATHA AIYANGAR,

L. M. High School, Gooty,

Secretary.

24-2-1933.

## RESOLUTIONS

1. Whereas it is found that reports of examiners published year after year do not furnish sufficient guidance to teachers, the S. S. L. C. Board be requested to publish or circulate to different schools copies of instructions (written and oral) issued to assistant examiners at the time of the valuation of S. S. L. C. public examination answer papers.

2. (a) Whereas it has been found difficult to mark the line of demarcation between the amount of information required for a topic in the syllabus of C. group History and the same topic in that of A. group, this Conference requests the S. S. L. C. Board to prescribe text-books for A. group Histories of India and England as has been done in the case of C. group portions.

(b) Resolved also that the S. S. L. C. Board be requested to reduce the syllabus in A. group History, Geography and Elementary Science.

3. (a) This Conference strongly feels it unfair on the part of the Government to make profits out of the examination fees of the S. S. L. C. candidates and resolves that non-Government agencies engaged in connection with the conduct of S. S. L. C. Examinations be suitably remunerated in view of the enhancement of fees.

(b) Resolved that particularly the step taken by the Director of Public Instruction in making it a rule in the educational code insisting upon the Headmasters of schools serving as *ex-officio* chief superintendents of S. S. L. C. Examinations is unjust and cuts at the very root of individual freedom and appeals to the Government to have the rule deleted at a very early date.

(c) Resolved that the system of paying travelling allowance to examiners and assistant examiners of the S. S. L. C. public examinations on the basis of their salaries is highly derogatory to the dignity of teachers who by force of circumstances of service under differently managed bodies have to receive different salaries though the nature of their work is the same and appeals to the S. S. L. C. Board to seriously consider this question and revise the scales of T. A. on a uniform basis for all whether employed under the Government, Local Bodies or private managements irrespective of their salaries.

4. (a) Considering the fact that Secondary Schools in this district offer almost the same optionals in the C. group of the S. S. L. C., thus overlapping one another, resolved that each Secondary School do offer a concentrated specialised course in at least one of the subjects accord-

ing to the resources at its disposal and suited to the need of the locality as far as possible.

(b) Resolved that a Sub-Committee of the Guild consisting of Messrs. F. Maltus Smith, K. C. Seshan and S. Vaideeswara Aiyar be constituted to make proposals in this regard and that their recommendations be sent to the Guild, the District Educational Officer and the management of schools in the district before the close of the school year.

5. Resolved that the scouting activity in the district be stimulated and that encouragements be given to it by instituting special scouting competitions along with the Grigg Memorial Sports.

6. (a) Resolved that the arrangements of schools in this district be requested to cancel the cuts if any in the salaries of teachers and restore the normal scales existing before the cuts, following the example set by the Government in this matter with regards to its own employees.

(b) Resolved that the Government be requested to provide sufficient allotment to teaching grant in the coming year's budget to enable managements of educational institutions to give effect to the above resolution.

(c) Resolved also that a deputation of the Executive Committee of the Guild do wait on the managers for the above purpose.

7. In view of the fact that the interest on Post Office Cash Certificate has considerably fallen and that teachers in Local Board and Municipal institutions are allowed to adjust their provident fund amounts to payment of insurance premia, resolved that the Government be pleased to extend the same concessions to teachers in non-pensionable service in aided institutions.

8. Resolved that the University of Madras be requested to publish in the newspapers or send copies to Headmasters of schools the rules of S. S. L. C. eligibility prescribed year after year.

9. Resolved that the Government be requested to arrange to have common rules of eligibility for the Madras and Andhra Universities as the existing rules of eligibility cause a good deal of heart-burn among the parents.

10. Resolved that the S. S. L. C. Board be requested to publish the prescribed texts sufficiently early to enable the pupils to read them during the summer vacation.

11. Resolved that the vernacularisation be not left to the option of the individual schools but be made compulsory in one or two subjects in all schools.

12. Resolved that in view of the low teaching grants to aided Training Schools the Educational Department be requested to be more liberal so

that they may be at least equal to the net cost of the management which is the usual practice with regard to High Schools.

13. Resolved that the Taluq Boards, Municipalities and other aided agencies which are carrying on extensive work in Elementary education be requested to consider:

(a) The appointment of Educational Supervisors who are at least experienced Secondary Grade teachers to guide and direct Elementary school teachers with the sole object of making the work efficient.

(b) Resolved that the Educational Department be requested to reckon such supervisors as teachers and grant them the benefit of the Government Provident Fund system.

14. That this Guild at this Conference prays to the Director of Public Instruction, Madras, to recommend to Government to repeal the G. O. No. 1804/10—12—'32 for reasons mentioned below:

(a) The present S. S. L. C. curriculum with its different optional subjects does not admit of any reduction in the High School staff.

(c) It is impossible to frame the time-tables for the High School classes giving due regard to the importance of the various subjects the syllabuses being so heavy as not to admit of a reduction in the number of periods in each subject as at present adopted.

(c) And last by no means of the least the standard of the S. S. L. C. which is already low will go down still further.

15. (a) Resolved that all Secondary School Teachers' Associations in the district do take up the lead and form local associations of all the teachers in the respective areas for the purpose of celebrating the Education Week yearly.

(b) Resolved also that the District Teachers' Guild be held responsible for organizing this celebration in each area of affiliated associations by annual turns without prejudices to the other areas celebrating the same as usual.

16. Resolved that the District Educational Officer and the Deputy Inspectors of Schools in the district be requested to help the Guild in the matter of receiving the affiliation of the Elementary Teachers' Associations to the Guild with a view to mutual help and conduct of refresher courses, educational exhibitions and such activities solely for the benefit of Elementary school masters.

17. Resolved that the affiliated associations be requested to become subscribers to the S. I. T. and that all teachers do become members of the S. I. T. U. Protection Fund.

18. Resolved that the Executive Committee of the Guild do organize an educational tour of South India in which all schools shall be requested to participate by sending parties of pupils and teachers.

19. This Conference requests the Government to take early steps to provincialise the posts of Headmasters of Secondary Schools in Local Boards and Municipalities as a first step in the provincialisation of Secondary school teachers.

20. Resolved that the two following scales of salaries for teachers in Secondary schools be introduced uniformly in all schools in the district by the respective managements.

Headmasters, 150—10—250.

L. T.'s, 100—5—150.

Intermediate Trained, 50—3—80.

S. S. L. C., 35—1½—50—1—60.

Drawing and Drill Instructors, Do.

Senior Pandit, 50—3—80.

Junior, 35—1½—50—1—60.

21. Resolved that the next Annual Conference of the Guild be held at Uravakonda.

(True Copy)

C. RANGANATHA AIYANGAR,  
Secretary.

#### TINNEVELLY DISTRICT TEACHERS' GUILD

The Eighth Annual Conference of the Guild was held on Saturday 11th instant in the S. P. G. School, Melur, in a spacious pandal well decorated with flags and festoons with Prof. S. K. Yegnanarayana Aiyar, M.A., President of the S. I. T. U., in the chair. The President was taken in a procession to the Conference hall. As many as 300 delegates from various parts of the district representing all the affiliated associations and many local ladies and gentlemen were present on the occasion.

After prayer, Mr. Sathia Samuel, Headmaster, Caldwell High School, Tuticorin, and President of the Reception Committee, in welcoming the delegates and the President, exhorted the teachers to be united in their aim and to look upon their work not as a profession but as a mission. He suggested that the Government grant should vary with the experience of the teachers as otherwise teachers of long service are in danger of being replaced by lower paid men, and that the Government authorities must have a voice in the dismissal of a teacher as our institutions are quasi governmental by reason of the Government help that they receive. In speaking of the S. S. L. C. syllabus he said that the system was tolerably good and that the heaviness of the syllabus would

vanish with the general application of the vernacular as the medium of instruction, in all non-language subjects. He was of opinion that evolution, not revolution, should be the ruling principle in the matter of educational reforms and that boys should be allowed liberal education till the S. S. L. C. class as this is the minimum qualification now required, for most employments, unlike the Middle School qualification as of old. Hence he was not for the revival of the Middle School Examination which is in the air. Co-education of boys and girls, Medical Inspection, Sex-education, Elementary education and Scout movement were among the other topics on which he gave very interesting and enlightening views.

Rev. E. Favre, S.J., then opened the Conference.

The President-elect was then installed to the chair. He delivered a very interesting address and touched on all important points pertaining to the profession, suggested many improvements and exhorted the members for team-work and union.

Mr. Panchapakasa Aiyar of Kadambur then delivered an interesting lecture in Tamil on "Some Aspects of the Teaching Professions."

In the unavoidable absence of Mr. S. T. Ramanujam Aiyangar, B.A., L.T., the President himself spoke on "Our Work ahead" and touched on four main points, viz., Erode Defence Fund, Silver Jubilee of the S. I. T. U., Protection Fund, and "South Indian Teacher".

There were two sessions, one from 9-30 a.m. to 12 noon and the other from 4 to 9 p.m. The Subjects Committee were elected and the various draft resolutions were fully discussed.

In the evening session, Mr. V. M. Soundara Raja Aiyar, B.A., L.T., Deputy Inspector of Schools, delivered a lecture on the necessity of uses of exhibitions. He then presented a silver medal to two teachers of Kadambur who displayed a model "Gaity Theatre".

The members went round the exhibition that was arranged for the Conference.

After lunch, the General Body Meeting was held with Mr. S. G. Tangaswami, B.A., L.T., the President, in the chair. The Annual Report of the Guild was presented by the Secretary, Mr. A. Sundaresa Aiyar, M.A., L.T.

The General Body adopted the accounts and the changes in the rules of the Guild and sanctioned Rs. 15 for the Erode Defence Fund.

The following office-bearers were then elected: Mr. Sivakolundu Mudaliar, Headmaster, Board High School, Koilpatti, President; Mr. Panchapa-

kesa Aiyar, Kadambur, Secretary; Mr. E. H. Parameswaran, Headmaster, Thirthapathi High School, Ambasamudram, Guild Representative to S. I. T. U. Executive Board; Mr. S. R. Subramania Aiyar, Auditor.

A hearty vote of thanks was then proposed by Mr. S. R. Subramania Aiyar to the President and the lecturers and the office-bearers of the previous year.

Free boarding and lodging were given to all the delegates present.

In the night there was a grand music party for which all delegates were present.

### RESOLUTIONS

This Conference places on record its deep sense of sorrow at the death of Messrs. Vasudeva Rao, P. G. Sundararamier, Appu Sastriar, C. Ramaswami Aiyangar and Rev. Firbank.

#### I. Organization of Profession

(a) This Conference resolves that the heads of institutions be requested to form Teachers' Associations in their respective schools and affiliate them to Guild.

(b) This Conference resolves that the Executive Committee of this Guild be requested to carry on propaganda work in this direction.

(c) This Conference resolves that the affiliated Teachers' Associations be requested to interview and impress upon the M. L. C's of their localities on the needs of the profession, and introduce the measures of Reform in the Legislative Council on the lines suggested by this Conference.

(d) This Conference is of opinion that there should be a Teachers' Council, elected by the various District Guilds in the Presidency on the analogy of the Bar Council and requests the Government to take active steps in this behalf.

#### II. Reorganization of Elementary Education

(a) This Conference resolves that Elementary Education be reorganized on sounder lines and be made free and compulsory for all children of school-going age in all areas.

(b) This Conference resolves that adequate representations be granted to the teachers of Elementary schools on all Educational Councils constituted for the spread of Elementary education.

(c) In view of the fact that attempts are being made to introduce Manual Training in Elementary schools, this Conference requests the Government to bear the whole initial cost at first, and bear half the cost in subsequent years.

(d) This Conference requests the Executive of the District Guild to arrange for Refresher Course for the benefit of the teachers of Elementary schools.

(e) This Conference requests the managements of schools to grant travelling allowances for teachers attending such Refresher Courses.

(f) This Conference resolves that the practical test for the probationary teachers be abolished.

(g) This Conference resolves that the Government be requested to consider the untrained teachers already employed in Elementary schools of over ten years, as trained teachers for purposes of grant.

(h) This Conference resolves that the Government be requested to reduce the number of working days in Elementary schools from 200 to 180.

#### III. Reorganization of Secondary education

(a) This Conference is of opinion that syllabuses of the S. S. L. C. in Elementary Science, and Outlines of History and Geography should be lightened on the lines suggested by this Guild at its Conference last year and requests the S. S. L. C. Board to take active steps in this behalf.

(b) This Conference resolves that the Government be requested to make the mother tongue as the medium of instruction in non-language subjects compulsory.

(c) This Conference welcomes the recommendation of the Syndicate that Hindi be included as one of the language subjects in the A. group.

(d) This Conference resolves that the Government be requested to hold examination in only one session of the day for the S. S. L. C.

(e) Considering the present financial depression this Conference is of opinion that the S. S. L. C. Examination fee be reduced to Rs. 12.

(f) This Conference is of opinion that the chief examinership and membership of the S. S. L. C. Board should be offered to qualified and experienced assistant masters.

#### IV. Teacher-Manager Contract and the Arbitration Board

(a) This Conference resolves that the model service agreement recommended by the Government in the M. E. R. being unsatisfactory, and disappointing, it be amended on the lines suggested by the Provincial Educational Conference held at Madura.

(b) This Conference resolves that an Arbitration Board, consisting of members of Teaching Profession and managers of schools be formed by the Government in each district for deciding the differences between teachers and managers and their decision be binding on the parties concerned.

#### V. Revision of the Grant-in-aid Code

(a) This Conference resolves that the Government be requested to give effect to the recommendations of the Special Committee appointed to revise the Grant-in-aid Code.

(b) This Conference views with grave concern the cuts in teaching and equipment grants to aided institutions and appeals to the Government to reconsider its decisions, since such retrenchment entails serious hardship to several institutions.

(c) In view of the fact that the already poorly paid teachers have been subjected to drastic cuts in their salaries, and the Special Training Grant which was of some relief to the teachers, is the only grant recommended by the Retrenchment Committee, this Conference requests the Government to restore the Special Teaching Grant for this year and for the future.

(d) This Conference resolves that the Government be requested to devote a good portion of the surplus of 60 lakhs of rupees in restoring the cuts in the Government grant for educational institutions.

(e) This Conference recommends to the Government that, with a view to give relief to aided schools under the present financial stringency and in view of the delay in the revision of the Grant-in-aid Code, recurring expenditure within limits to be set for each school, on library, laboratory and games, be authorised expenditure for purposes of grant, and that special fees levied in schools, be not regarded as income, and be considered as managerial funds from which to meet the deficit of the school.

(f) This Conference resolves that the Grant-in-aid Code be so amended as to meet the entire net cost or to pay such grants to teachers teaching up to Form III as are paid to the teachers of the Higher Elementary schools.

(g) This Conference recommends to the Government that all ordinary fees levied in schools, in excess of the standard rates of fees be regarded as managerial fund from which to meet the management's contribution towards the deficit of the school.

#### VI. Protection Fund and Provident Fund.

(a) This Conference exhorts the members of the Guild to join the Protection Fund of the S. I. T. U. and to subscribe for the South Indian Teacher, the official organ of the S. I. T. U.

(b) This Conference resolves that the Government be requested to increase its contribution to the Provident Fund from one-third to half.

(c) This Conference resolves that teachers of private institutions also be allowed to invest their Provident Fund contributions in Life Assurance

Policies, as the teachers serving in schools managed by public bodies.

(d) This Conference resolves that all teachers receiving salaries less than Rs. 20 also, be allowed to the benefits of Provident Fund.

(e) This Conference resolves that the Government be requested to regard bonuses and gratuities paid to teachers on retirement as authorised expenditure for assessment of grant.

#### VII. Standardization of Salaries

(1) This Conference reiterates the resolution passed by the XXIV Provincial Educational Conference at Madura, re: Standardization of Salaries.

#### VIII. Physical Education and Adult Education

(a) This Conference reiterates the recommendations made by the Provincial Educational Conference in the XXIV Session at Madura, re: Physical Education.

(b) (1) This Conference requests the Teachers' Associations to take greater interest in adult education and to start branches of the Madras Library Association and induce the Local Board or Municipality in their centres to start public lending libraries.

(2) This Conference further requests the Government to enact a suitable library law on the lines of the Bill drafted by the Madras Library Association.

#### IX. Formation of Managers' and Parents' Associations

(a) This Conference requests the managers of schools and parents of pupils attending schools, to form their respective associations with a view to study the educational needs of their district, and arrange to obtain the aid of the Department of Education towards satisfying them.

(b) This Conference requests the Executive Committee of the Guild to prepare a memorandum on the need of Managers' and Parents' Associations, and the part that the Guild is to play in them.

#### X. Miscellaneous Resolutions

(a) This Conference requests the managers of all schools, aided and public, to grant T. A. to teacher-delegates attending the District and Provincial Conferences, and resolves that the Government be requested to include such expenditure on the part of the management as legitimate expenditure of the school for purposes of grant.

(b) This Conference requests the Government that recruitment to the cadre of Deputy Inspectors of Schools and District Educational Officers be made also from those in service in all aided institutions.

(c) This Conference requests the Senate of the Madras University to extend the privilege of appearing in private for Intermediate and B.A. Examination to teachers employed in recognised Elementary schools, as it is allowed in the case of teachers employed in Secondary schools.

(d) This Conference requests the Government to empower the Headmasters of Higher Elementary schools to issue Elementary school leaving certificates which power is now vested with the Deputy Inspector of Schools.

(e) This Conference requests the Government to allow grants to pundits, physical instructors and drawing masters working in Elementary schools according to their general educational qualifications.

### PACHAIYAPPA'S HIGH SCHOOL, CHIDAMBARAM

#### *The Education Minister's Visit*

The Hon'ble Dewan Bahadur S. Kumaraswami Reddiar, the Minister of Education, paid a visit to the Pachaiyappa High School, Chidambaram, in the afternoon of the 11th instant. He was accompanied by the Vice-Chancellor of the Annamalai University and the District Educational Officer of South Arcot.

The Hon'ble Minister was received at the entrance by Mr. R. Kalyanasundaram Aiyar, Headmaster, and he inspected the school Scouts who formed a Guard of Honour. The party went round and inspected the classes at work. The Minister evinced great interest in the different activities of the pupils. He then inspected the Science laboratory and witnessed a Scout display and the formation of pyramids.

Masters and pupils of the school then assembled in the main hall, and an address of welcome was presented by the Headmaster. In the course of the address, he made mention of the improved finances of the Government and requested that the Special Teaching Grant paid to poor Secondary school teachers and the grants for buildings and equipments might be continued from the present year.

The Hon'ble Minister thanked the Headmaster for the cordial welcome and expressed his appreciation of the urgent needs of the school. Mr. T. S. Nataraja Pillai, B.A., B.L., Member of the Pachaiyappa Trust Board, garlanded the Minister and proposed a vote of thanks. In doing so he referred to the difficulties of the management and requested Government help in the matter of improving accommodation and the teaching and other grants. After a vote of thanks to

Rao Bahadur S. E. Ranganadham and Mr. Apparasundaram, District Educational Officer and appreciative references to their help by the Headmaster, the visit came to a close.

#### *Championship in District Inter-School Sports*

An enthusiastic reception was held on Tuesday evening (14th Feb.) in the school to felicitate the school players on their success in the recent District Sports. The school distinguished itself splendidly and won the Dt. Championship Shield and the District Championship Cup. The Grigg Medal was won by N. K. Ramanujam of the school, besides several prizes by other competitors.

The Headmaster presided and congratulated the winners on their well-deserved success. He traced the achievements of this school in the playing fields in the past and observed that what mattered was the cultivation of the team spirit and sportsman qualities, irrespective of success or defeat. With the distribution of sweets and a group photo, the pleasant function came to a close.

#### *A Farewell Function*

Under the auspices of the Pachaiyappa Students' Association, a meeting was held on the evening of the 11th February, to bid farewell to Mr. Sankaran, B.A., acting teacher, who was leaving the institution for higher studies. The Headmaster presided, and a farewell address in Tamil was presented on behalf of the pupils. Masters and pupils spoke eulogising the qualities of the teacher, to which the latter made a suitable reply. After the distribution of fruits and sugar candy, and the singing of Kirtana by the guest, the function ended.

### THE SOUTH ARCOT DISTRICT TEACHERS' GUILD

An ordinary meeting of the South Arcot District Guild was held in the premises of the Municipal High School, Villupuram, on Saturday the 21st instant. Mr. J. Baghyathan, the President of the Guild presided. Besides the local distinguished visitors, delegates numbering about 60 were present on the occasion. Only 8 schools (R. C. T. High School, Pachaiyappa's High School, Chidambaram, S. P. G. School, St. Joseph's High School and Municipal High School, Cuddalore, Bd. High Schools, Vriddhachallam and Panruti, Municipal High School and Government Training Schools, Villupuram) were represented in the meeting. Prof. S. K. Yegnanarayana Aiyar, President of the S. I. T. U. and Mr. S. T. Ramanujam, Trichy, the General Secretary of the Ansu-

ing Provincial Education Conference, also were present.

The Teachers' Association of the Municipal High School, Villupuram, treated the guests to a sumptuous dinner at 11-30 a.m. and the first session of the meeting commenced at 1 p.m. The President of the local association, Mr. Sreeranga-chariar having welcomed the delegates Mr. J. Baghyathan delivered the presidential address. After expressing his thanks to the members of the Villupuram Association for their spontaneous offer to have the Guild meeting in their place and their generous hospitality, he referred to the sad demise of Rao Bahadur Appu Sastrigal and his qualities of head and heart. He then dealt with the progress and advancement made in the educational world in recent times. He pointed out that in spite of the limitation of time from which the teacher ordinarily suffered, he had to keep himself abreast of the modern tendencies and developments in education.

Referring to the University Union started by the Madras University in November last and the sending of a team of sportsmen to the Universities in the north for playing matches, he said that it indicated a new outlook on education on the part of the University which was sure to have its influence on the activities of the schools as well. Hence it was a matter for great jubilation on the part of school masters.

He then expressed gratification at the work turned out by the Hindi Prachar Sabha in as much as that body had enabled 5 lakhs of people to receive instruction in Hindi, among whom 3 lakhs have gained a working knowledge in that language. Another matter of special interest and joy, he said, was the inauguration of the Lady Irwin College which, under the guidance of its present Principal, a Bengal Lady charged with high national spirit and assisted by a band of able and enthusiastic workers, promises a glorious future for Indian womanhood. Next, he dwelt on the present appalling illiteracy in our country and said that it behoves every well-wisher of the country to seek to remove it as early as possible. Regarding the question of vernacular medium of instruction which agitates the mind of the teachers at present he referred to the experiments made in Bombay and pointed out that conclusions inclined in favour of instruction through the medium of vernacular, in which case expression will be a hundred times better and more forcible. He observed in this connection that, while in Bombay the pupils had the option of answering in their mother tongue irrespective of the medium of instruction adopted in their

schools, the Madras S. S. L. C. Board has stipulated that only those receiving instruction through the vernacular medium can be allowed to answer in the vernacular. Unfortunately the schools in Madras Province still hesitate to make use of the latitude so far allowed.

Dealing with the World Education Conference, he said that we have to feel proud that in all the past Conferences India was represented and this year our country has been represented by our worthy countryman Prof. P. Seshadri. He also hoped that the ensuing session of the All-India Education Conference postponed to the Easter Week will serve to influence the provincial organisations with its all-India driving force. Finally he appealed to the teachers to take an intelligent interest in the progress of such movements and thus help to advance their own professional activities.

Prof. S. K. Yegnanarayana Aiyar then addressed the teachers on the activities of the South India Teachers' Union. All schemes of the S. I. T. U., he said, were sponsored mostly by the District Guild, South Arcot, during its early years, and he now felt glad that the Guild has been revived under very good auspices. He referred to the ensuing celebration of the Silver Jubilee of the Union and said that it would require a sum of Rs. 20,000 which, he was sure, could be obtained early if each of the affiliated Guilds would contribute Rs. 1,000 to the Fund.

Proceeding, he said, that although in the earlier years of its existence the Union had done very little solid work during the last five years and more, however, it had been able to achieve a great deal. "The South Indian Teacher," "The Protection Fund" and the introduction of the "Education Week" are to be mentioned to the credit of the S. I. T. Union. By means of co-operation, he went on to say, we could achieve anything and the teachers have to take to disinterested work and service, and appealed to the members to extend their support to all the activities of the S. I. T. U. Further, he said, our own enthusiasm should help us in removing the restraint placed upon us, and that we have to envisage the future and prepare ourselves for it by availing ourselves of the opportunity for service elsewhere as public-spirited citizens.

In conclusion, he said that with the co-operation of the constituent Guilds and associations and with more funds at their disposal, it would be possible to make the Union the "Watch Dog" of their common interests. He also made mention of some of the changes that were sought to be made in the Protection Fund scheme and



hoped that it would be acceptable to the members.

#### *Reading of Papers*

Mr. V. Rajagopala Aiyar, B.A., L.T., R. C. T. High School, Chidambaram, next read a paper on "Geography Room in our Schools". He pointed out the necessity for finding a separate room and useful apparatus in the schools to help the teacher to teach the pupils in an interesting manner. In the discussion that followed it was found that good work in that direction could only be possible with a modern equipment of globe, maps, pictures and other teaching accessories on a liberal scale.

Mr. V. Natesa Aiyar, B.A., L.T., of Panruti read a paper on vernacularisation. He deplored that, in spite of pious resolutions and experience pointing to the good effects of teaching school subjects in the vernacular, no work has been done in that direction so far. The meeting resolved that it was strongly of opinion that every effort should be made to vernacularise all the non-language subjects in the schools of the district.

At 3-30 the meeting was adjourned for lunch, and the members re-assembled at 4-15 p.m. Professor S. K. Yegnanarayana Aiyar conducted the proceedings for the rest of the day, Mr. J. Baghyathan having left for Cuddalore unavoidably.

Mr. S. T. Ramanujam of Trichy then addressed the meeting on the programme of the S. I. T. U. He deplored the present lack of organisation among the teachers. Team spirit, he said, was absolutely necessary among them if they had to succeed in their efforts to further the cause of the profession. He pointed out the difficulties in organisation and suggested ways and means to overcome such obstacles as are placed in the way by either the heads of institutions or the management or the teachers themselves. He emphasised the need for getting collective opinion expressed constitutionally to overcome the difficulties. The obstructionists, he observed, are to be put in the black list and exposed. In most cases the Legislative Council is not in possession of facts regarding the disabilities of teachers and hence, in his opinion, the services of the Vigilance Committee would be very useful in that direction. Proceeding he said that a large body of teachers are to be drawn in our organisations no matter to whatever grade they belong. If only every teacher would do something to promote the cause of his profession, a good deal more can be achieved in a short time.

He appealed for support to the Protection Fund which will go to protect the self respect and

honour of the teachers. He laid great stress on the need for a reserve fund, unification of services and the prescription of a professional code for teachers on the lines of the code for the Royal Society of Teachers in England. In conclusion, he said that the teachers have to concentrate their attention on these important questions and carry on an intensive propaganda for achieving the said object.

The next subject that came up for consideration was "English Composition in our schools." Mr. C. S. Renganadha Iyengar, B.A., L.T., R. C. T., High School of Chidambaram initiated the discussion pointing out the difficulties of learning a foreign language, the different kinds of mistakes that were committed generally and the necessity for special English teachers. This was followed by an interesting discussion when some teachers questioned the necessity for English at all in Indian education, but there was general agreement with the President, who, in winding up the discussion, observed that every help should be rendered in learning such a useful language as English systematically.

Then there was an interval of an hour and a half when the members were entertained to a programme of vocal and instrumental music.

After supper the resolutions were taken up for consideration and passed on the lines of the discussion that took place in the afternoon. In winding up the proceedings of the meeting the President exhorted the members to put the resolutions to practice and organise themselves effectively, and once again appealed to them to support the S. I. T. U., its journal and other activities, with a view to bettering the status and position of the teachers.

The Secretary proposed a vote of thanks to the President, the Delegates, the hosts and especially the Municipal authorities of Villupuram for their kind patronage. He appealed to the delegates to exert their influence on behalf of the Guild and get their friends in the unrepresented schools to attend the meetings of the Guild in large numbers at least in future, and also to try their best to persuade every school to form a Teachers' Association and get it affiliated to the District Guild. Further he regretted that in the matter of correspondence there has been absolutely no response from certain associations. Since the work of the Guild and the S. I. T. U. is considerably handicapped on account of lack of prompt correspondence he hoped that in future every association will co-operate kindly with the executive in carrying on the work of the Guild unhindered.

The Secretary then announced with great pleasure that he was authorised by the Delegates of the Teachers' Associations, Pachaiappa's High School, and R. C. Town High School, Chidambaram, to invite the Guild to hold its next meeting at Chidambaram in the month of April 1933. It was also agreed among the members that a convention should be established to the effect that at the close of a meeting the venue of the next meeting should be decided on, one of the constituent associations inviting the Guild.

#### RESOLUTIONS

1. This Guild expresses its deep sorrow at the death of Rao Bahadur Appu Sastriar, the veteran educationist of our province, and Mr. A. S. Balasubramania Aiyar of Chidambaram, an active member of the Guild.

2. This Guild resolves to constitute its Executive Committee into a special committee for the year with power to add.

(a) To carry on an intensive campaign in the district to further the immediate adoption of the mother tongue as the medium of instruction and Examination in non-language subjects.

(b) To do intensive propaganda in the district for popularising the S. I. T. U. Scheme like the Journal; The Protection Fund; The Teachers' Registry, etc., and bring about a greater solidarity among teachers.

3. This Guild further empowers the Executive Committee (a) to organise associations in the schools where they do not exist and get them affiliated to the Guild.

(b) To frame a set of Model Rules for adoption and adherence by each affiliated association.

(c) To revise the Guild's Rules where necessary.

4. This Guild calls upon its affiliated associations to contribute liberally towards the S. I. T. U. Jubilee Fund.

5. This Guild urges upon the S. I. T. U. to prepare a scheme for the unification of Educational service in Government and non-Government institutions and agitate for its adoption and enforcement by the Provincial Government.

6. Resolved that in view of the importance of the subject of Geography now studied on modern lines, the Guild urges on the Managements of all institutions to provide therein separate Geography class room equipped with sufficient maps, charts, boards, books, etc., and to help to make the study a pleasure and profit to pupils.

7. (a) This Guild considers it necessary for teachers' organisations to concentrate this year on the following programme:—

1. Service conditions Bill, 2. A professional code for Teachers and Managers' Associations and

requests the S. I. T. U. to take up the question and carry on active agitation in respect of these.

(b) With reference to the above the Guild reiterates the need for a service conditions Bill and requests the S. I. T. U. Executive to expedite the introduction of the Bill in the local Legislative Council.

(8) And urges the Madras Education Ministry to take steps, without any further delay, to frame a teachers' code of professional conduct for teachers on the lines of the code for the Royal Society of Teachers in England.

10. This Guild suggests to the S. S. L. C. Board that all candidates for the S. S. L. C. Examination be permitted to answer at their option question papers in non-language subjects in their vernaculars even though the subjects may have been taught to them in English.

11. Resolved that in view of the inadequate equipment of a considerable number of laboratories for doing practical work in Elementary Science, the Government be requested to revive the usual grant for the purchase of Science articles.

12. Resolved that, as a token of the earnestness of teachers on the question of Vernacularisation, the proceedings of the Guild meetings be in future conducted, as far as possible, in the mother-tongue.

13. Resolved in view of the surplus anticipated by the Provincial Government in the budget, the Government be requested to restore the Special Teaching Grant which has been withheld as a measure of retrenchment.

14. This Guild recommends to the authorities the inclusion of Free hand outline and Model Drawing in the list of the optional subjects also of the S. S. L. C. Scheme.

15. This Guild authorises the Secretary to submit such resolutions as are requests to the Government in the form of formal communication accompanied by a memoranda.

#### KURNOOL DISTRICT TEACHERS' GUILD.

The Half Yearly Conference of this Guild was held on Saturday the 4th inst., at Atmakur in the Board High School premises. About fifty delegates, representing seven out of nine affiliated Associations including several Heads of Institutions and a good sprinkling of lady teachers were present. This session was a memorable one as this was almost the first time that a Guild Conference was held in an out-of-the-way rural tract of the district under the auspices of an affiliated Association. The enthusiastic teachers of

the locality with their Headmaster, Mr. M. Ramaiya, B.A., L.T., made the stay of the delegates very enjoyable and their hospitality was remarkably sincere and excellent.

The Conference met at 10 a.m., and began with a prayer by Mr. Venkatasubbaiya of Atmakur. Mr. M. Ramaiya the Chairman of the Reception Committee, welcomed the delegates in a short speech after which M.R.Ry. G. Damodara Mudaliar Avl., B.A., L.T., the District Educational Officer, Kurnool opened the Conference. In the course of his address he referred to the educational backwardness of the district and the need for a special and sympathetic treatment by the Government and the pooling together of the efforts of the managements and teachers for spreading literacy. He spoke about the importance of teachers organisations and their proper working for their professional advancement and up-to-date equipment. He exhorted the teachers to carry on their work with enthusiasm and energy in spite of their poor service conditions and unsympathetic criticisms.

The District Educational Officer presided over the first session which began with the reading of an interesting and instructive paper by Mr. K. N. Pasupathy Iyer B.A., L.T., of Kurnool on the "Pros and cons of Examinations." He traced the origin of examinations in India, pointed out the evils of the present system and suggested improvements for making the examinations scientific, objective and real tests and less of strain to the pupils.

Mr. M. Venkatasubbaiya, B.A., L.T., Headmaster Government Training School, Kurnool next delivered an interesting lecture on "Intelligent tests" and appealed for their wide introduction in schools suggesting ways and means for the same. Many members expressed their views on this interesting subject. The session was brought to a close, the Secretary Mr. G. Siva Rao, B.A., L.T., proposing a vote of thanks to the president of the meeting.

At noon, the Conference adjourned for dinner. There were recreations and amusements the most important item of which was the Sugal Dance which impressed the audience.

The Conference met again after tea with Mr. B. J. Rockwood M.A., B.D., the Guild President, in the Chair. Mr. A. S. Jayanandam, M.A., L.T., of the Government Muhammadan High School, Kurnool lectured on "How to use school vacations." He described the many practical ways and means for rural and national reconstruction and uplift and the part the teachers and the pupils could play in this useful work. There were two discussions. The first was the S. S. L. C. Science syllabus. It was led by Mr. R. K. Kuppuswami Iyer, B.A., L.T., Headmaster, Municipal High

School, Kurnool. He spoke about the unweildy nature of the syllabus and with illustrations and facts drawn from his experience showed the difficulty of doing justice to the various divisions of the subject even in a scanty manner. Next Mr. N. Sundaresa Iyer, B.A., L.T., of Coles Memorial High School, Kurnool started a discussion on the difficulty of teaching history, owing to a lack of definite syllabus, the wide area to be covered, and the unsuitability of the text books prescribed. Many teachers handling these subjects participated in the discussions and passed resolutions for remedying the defects.

The delegates had an enjoyable evening. There was a Badminton match for ladies. Messrs. G. C. V. Subbaiya, B.A., L.T., Headmaster, Municipal High School, Nandyal, Venkatasubbaiya of Atmakur and H. Krishnamurthi Rao of Kurnool entertained the audience with music. Interesting feats of magic were displayed by Y. P. Raju Esq., of Atmakur High School.

After supper the Conference assembled again for the Business Meeting Mr. B. J. Rockwood presiding.

The Guild Secretary read an interim report informing the audience of the glad news that the long-stood Mahanandi Conference deficit was cleared. He acquainted the members with the Financial position of the Guild and its strength and suggested methods for improvement, by arranging for the affiliation of all Associations which stand aloof and a greater attendances and display of interest on the part of members of the Guild. Mr. S. Vaidyanatha Iyer, B.A., (Hon.) L.T., of the Municipal High School, Kurnool talked about the recent revision of the S. I. T. U. Protection Fund Rules and with the information gathered by him at the Fund Meeting held at Madras on the 26th ultimo to which he was deputed by his school, convinced the audience of the increasing stability the Fund has gained by the reorganisation. About twenty Resolutions were passed relating to the S. S. L. C. Syllabus and Examinations, the teachers' need, the constitution of the District Secondary Education Board, Franchise to the Madras Senate, the grant of Educational subsidy and retrenchment in the pay and staff in schools.

The proceedings were brought to a close late in the night after an expression of the gratitude of the delegates for the very warm reception extended to them by their hosts.

#### RESOLUTIONS PASSED.

1. That the S. S. L. C. Board be requested,
  - (a) With a view to lighten the A Group Elementary Science syllabus, to make the Physics and Chemistry portions alone compulsory and to

give option to the pupils to study for the examination any two of the remaining three parts;

(b) to considerably reduce the syllabuses in History and Geography under A Group;

(c) to frame and publish a workable syllabus for the C Group History under the new S. S. L. C. Scheme, in view of the difficulties of handling the subject owing to the lack of a definite syllabus at present and the utter unsuitability of the text books prescribed by the S. S. L. C. Board;

(d) to instruct the Chief Examiners not to indulge in unwarranted remarks and reflections on teachers' work but to confine themselves in their reports to constructive suggestions;

(e) to publish model answers from Chief Examiners for questions set by them instead of merely issuing reports containing the defects of candidates' answers as at present;

(f) in the matter of Travelling Allowance to Assistant Examiners to give a single to and fro inter fare wherever inter class is available and a second class fare where inter class is not available; and

2. That the Government be requested

(a) To delete the clause in the M. E. R. relating to the practice of compelling Headmasters of High Schools to be Chief Superintendents of the S. S. L. C. Public Examination as it is derogatory to their position and self-respect;

(b) to arrange for the free education of the children of teachers;

(c) to make provision in their grants to schools for educational excursions of teachers;

(d) to Provincialise the services of all teachers serving under Local Board and to make a start in that direction with each district as a unit;

(e) to restore the cut in the stipends to teachers who undergo Secondary and Elementary Grade Training as such a reduction is highly detrimental to the cause of education;

(f) to place the Secondary Education Boards on a statutory basis instead of being merely advisory bodies as at present and that fifty per cent of their members be elected from among the school teachers of the respective districts;

(g) not to press G. O. No. 1804 dated 10-12-33 upon Local Bodies as the removal of an L.T., will greatly increase the work of the remaining L.T's and will considerably affect the efficiency of instruction in High Schools;

(h) to restore the cut in the teaching grants to Local Bodies and Private Agencies and to suitably enhance the same wherever necessary so that the cut in the pay of teachers may be completely re-

moved as is done to Government School teachers owing to the improvement in the financial position of the Government;

(i) to suitably amend the leave rules in the Fundamental Rules to provide for leave on full pay and allowances for at least a year at the end of every decennium of service of a teacher.

3. That the South India Teachers' Union be requested

(a) To approach the Railway authorities in this Presidency for securing half concession rates for teachers travelling to attend Provincial and District Educational Conferences and excursions;

(b) to send a deputation to wait upon the Education Minister to urge for the cancellation of the G. O. No. 1804 dated 10-12-32.

4. That the Director of Public Instruction be requested

(a) To arrange for a Conference of History Teachers and experts in the subject with a view to defining the scope and elucidating the requirements of A Group History of the S. S. L. C. Course;

(b) to open a Secondary Grade Training Class in the Government Training School, Kurnool, as there is no provision for such training anywhere in this district and as there is a large number of qualified candidates in the District who are eager to be trained but are prevented from doing so in view of the fact that the stipends for that grade have been abolished and these candidates cannot go at their cost to the neighbouring district for receiving training.

5. That the Managements of schools be requested to grant Travelling allowance to teachers deputed to attend Educational Conferences District, Provincial as well as All-India.

6. That the Guild Official Year be changed from the present practice of calendar year to July to June and that the new rule do come into force forthwith.

7. That the District Board, Kurnool, be requested to institute circulating and travelling Libraries for the benefit of rural schools and population in the district and for furthering the cause of Adult Education in the area.

8. That the Senate be requested to include the Heads of Training Schools in the list of voters forming the Headmasters' constituency, for Senate and Academic Council elections.

9. That the Guild representative deputed to attend the ensuing Provincial Conference at Trichinopoly be given to and fro third class conveyance charges from the Guild Funds.

## THE TANJORE DISTRICT TEACHERS' GUILD.

A meeting of the Tanjore District Teachers' Guild was held on the 11th Feb. 1933 at 1 p.m., in the premises of the Board High School, Tiruvarur with M.R.Ry. Rev. N. G. Ponniah, Vice-Principal, Findlay College, Mannargudi in the chair.

Mr. Aravamudu Aiyangar, Headmaster, B. H. S. Tiruvarur welcomed the members in a felicitous speech after which Mr. N. Kalyanarama Iyer, B.A., L.T., First Assistant of Sir Sivaswami Aiyar, High School, Tirucutupalli gave a detailed account of the National Union of Teachers' in England and its varied activities.

Refreshments were then served to the members, after which Mr. T. Rajam Aiyangar, B.A., L.T., H. M. Kalyanasundaram High School, Tanjore delivered a very thought provoking lecture on 'A professional code for teachers' which was followed by a lively discussion.

After the passing of a number of resolutions, the meeting terminated with the usual vote of thanks. The Teachers' Association, Tiruvarur was 'at home' to the Guild. At 7-30 p.m., a sumptuous dinner was served.

The following resolutions were passed.

1. The Guild places on record its deep sense of sorrow at the irreparable loss sustained in the death of Rao Bahadur S. Appu Sastriar who rendered great and meritorious services as a pioneer in the cause of Secondary Education in South India as the Founder, Headmaster of the Native High School, Kumbakonam for over half a century and as the President of this Guild for many years.

2. The Guild places on record its deep sense of sorrow at the death of Mr. A. Balasubramanya Pillai, Senior Tamil Pandit of the Town High School, Kumbakonam, a great scholar in Tamil, an efficient teacher and a member of the Guild since its inception.

3. The Guild requests that, in view of the improvement of the financial situation of the Government of Madras, they may be pleased (a) to increase the teaching grants to aided secondary schools and to those under local bodies in order to enable managements to restore cuts effected in the teachers' salaries where necessary, and to revise the scale of pay of teachers and (b) to continue the Special teaching grant to aided institutions. The Guild further resolves that the S. I. T. U. may be requested to wait in deputation on the Hon'ble Minister for Education and the Direc-

tor of Public Instruction to make an effective appeal regarding this matter.

4. The Guild requests the Government, in view of the general depression and bad plight of the Mirasdars, to increase the maximum of fee concessions permissible under the rules from ten to twenty per cent.

5. The Guild requests the S. S. L. C. Board to permit the S. S. L. C. candidates to answer papers in non-language subjects in the vernacular provided they were taught in the vernacular at least in the sixth form.

6. The Guild recommends to the President, District Board, Tanjore to revise the existing scale of pay of the third grade teachers so that the maximum may be reached in 10 years consistent with the time scale of the other grades of teachers.

7. The affiliated associations are requested to supply the S. I. T. U. with the necessary information called for, for the preparation of the directory in contemplation and also order for a copy of the same.

8. The affiliation fee for an association of Elementary School teachers be only one rupee per annum and that each such association be permitted to elect two delegates to the meetings of the Guild who alone are entitled to vote at such meetings.

9. The Guild prays that the Director of Public Instruction may be pleased to send to the manager of every aided school along with the communication sanctioning the teaching grant, a statement showing the details of calculation.

10. The Guild recommends that the Pandits in aided Secondary Schools may be offered the same scales of salaries as obtained in the local Board Secondary Schools of the District, till they are in a position to pay the scales recommended by the Educational Conferences and that the Government may be pleased to award the necessary grants for the purpose.

## GOVERNMENT TRAINING SCHOOL, CANNANORE

An educational exhibition was held in the Government Higher Elementary Training School, Cannanore, in connection with the Annual School Day and Anniversary celebrations on Sunday, the 5th March 1933 under the auspices of the Pupil Teachers' Association of the school.

M.R.Ry. A. V. K. Krishna Menon, Avl., M.A., B.L., L.T., Principal, Zamorin's College, Calicut,

presided over the celebrations. M.R.Ry. M. Ramachander, Avl., B.A., B.L., District Munsiff, Cannanore opened the Exhibition with a short felicitous speech in which he impressed upon the audience the extreme importance of practical work in schools and remarked that such School Exhibitions were highly useful in utilizing the talents of both teachers and students for the development of the practical side of education.

The most important among the exhibits were

maps, charts relating to Physiology, History and Geography, Kindergarten work of all varieties as claymodelling, woodwork, cardboard models, etc., wood-work such as a model farm-house, articles of furniture, rat-traps and other things of daily household use, and educational appliances like the Sun-dial, Time-dial, Clino-meter, Geometrical Models, Multiplication indicator, etc. Paper-pulp work too was an attractive feature of the exhibition.

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## XXV PROVINCIAL EDUCATIONAL CONFERENCE

### 1ST CONFERENCE OF TEACHERS OF ENGLISH

(Under the auspices of the Provincial Educational  
Conference).

It has been resolved by the Working Committee of the 25th Provincial Educational Conference to be held in Trichinopoly (May 1933) to arrange for a meeting of all engaged in the teaching of English in the Schools and Colleges of this presidency. It will meet to discuss, among other things the main question of the position which English will occupy in the future scheme of school and collegiate studies consequent upon the insistent needs of the present to recast and rearrange our syllabuses.

It is generally agreed that we are now turning a corner in this, as in many other things educational. And in order to focus attention on specific heads, we have been instructed by the Subcommittee of the English Conference to invite your kind attention to the following questionnaire.

We shall be highly obliged if you can send us your reply not later than the 3rd week of March 1933. If you have previously embodied your ideas in the form of papers or booklets, the sub-committee will thankfully receive them and utilise them in the later stages of the Conference when materials will have to be classified before they are shaped into definite resolutions:—

Q. 1. Are you of opinion that English language and literature should hereafter be an optional subject of study in the schools and colleges of this presidency? If so, what are your reasons? Or do you think that it should continue to be a compulsory subject as now?

Q. 2. Is it desirable or possible to differentiate the study of English literature as such, from a course providing the pupil with a *working knowledge* of the language? If so, how far can this be carried out in the preparation and publication of books for class use?

Q. 3. What specific reasons are in your opinion, responsible for the very marked deterioration in the English Composition work of the average school-going boy or the under-graduate to-day?

Q. 4. Do you favour the suggestion that there should be special language-training for teachers who take up the teaching of English in schools and colleges, besides that provided in the Teacher's

Training colleges? If so kindly elaborate your suggestions.

Q. 5. Do you believe that the compulsory use of the mother tongue in all the schools of the Presidency for teaching "knowledge" subjects would yield both extra-time and energy for a better and more intensive study of the foreign language? If you can kindly give specific instances where it has been found to be so in actual school-work, the Committee will be obliged.

Q. 6. Do you favour the suggestion that in all the schools of the Presidency, facilities should be offered for the employment of European or Anglo-Indian Mistresses to teach the children the vocabulary of the language in the first stages of their learning? If so, do you recommend departmental aid for such a purpose?

Q. 7. Do you think that specially equipped 'English' rooms in all schools with pictures and other aids of an 'atmosphere' and the holding of English classes only in such rooms are likely to help the pupils' language Sense?

Q. 8. Do you think that the present written test alone is a satisfactory means of examining the pupil's ability to express himself in the language? Would the provision of an oral test in some form likely to improve the pupils' self-expression?

Q. 9. Do you think it desirable or practicable to make it obligatory on all examiners of English at all stages to prepare model answers for the papers set by them?

Q. 10. What bearing and reaction has the teaching of the mother-tongue on the learning of English in the early stages? Do you think that improved methods of teaching the mother-tongue would favourably and appreciably react on the same.

I request you to kindly address all communication to L. R. Natesan, Secretary, English Conference Provincial Conference Office 19, Caldwell Hostel, Teppakulam Post Office, Trichinopoly.

Yours faithfully,

S. T. RAMANUJA IYENGAR,  
General Secretary.

L. R. NATESA IYER,  
Secy. English T. C.

## THE SOUTH INDIA TEACHERS' UNION

Notice is hereby given that the following resolutions received from affiliated Guilds and Associations will be considered at the Conference to be held in May 1933 at Trichinopoly. Any delegate who wishes to move any amendment to the same should forward a copy of the amendment to the Secretary, Reception Committee, Provincial Educational Conference, 19, Caldwell Hostel, Teppakulam, Trichy, so as to reach him not later than 1st May 1933 so that the Reception Committee may get ready for distribution the copy of resolutions and amendments to be discussed at the Subjects Committee.

### RESOLUTIONS FOR CONSIDERATION AT THE XXV. P. E. C.

1. "*Technical Terms*".—That this Conference do recommend to the S. S. L. C. Board that they may prepare a list of English terms which are difficult of being accurately translated into the vernaculars and which are used in teaching knowledge subjects namely A. Group History, Elementary Science, Elementary Mathematics, and C. Group History, and permit them to be used in transliterated form (or in their English form) in answering papers at the Public Examination with a view to retain precision in teaching the subjects in the vernaculars.

2. "*Vernacular and English*".—This Conference is firmly of opinion that instruction to be effective should be through vernaculars and hence requests the Government to abolish altogether English as medium of instruction and introduce instead vernaculars, retaining English as a compulsory second language.

3. "*Recruitment of Inspectorate*".—That the Government be requested to recruit its Inspecting Officers of the Educational Department from the ranks of experienced teachers.

4. "G. O. 1804 dated 10-12-32 *re. Headmaster as class teacher*".—That the G. O. No. 1804 dated 10-12-32 suggesting to the local bodies as a retrenchment measure, the advisability of abolishing the post of one of the teachers in the higher forms in those schools where the strength is less than 400, and treating the Headmaster as a class teacher, will if given effect to, impair the efficiency of instruction and lower the standard of Education besides causing manifest hardship to

teachers, and hence requests the local bodies not to give effect to the said G.O.

5. "*Restoration of salary cut*".—This Conference requests the Government to help the local bodies by restoring the cut in their Educational subsidies.

6. "*Provincialisation of Headmasters*".—That Headmasters of all recognised Secondary Schools be provincialised in service and brought under the S. E. S. and M. E. S. and made eligible for promotion to the I. E. S.

7. "*Recognition of the S. I. T. U. by Government*".—That the S. I. T. U. be recognised by the Government in such a way that membership therein be made compulsory for professional teachers of all grades.

8. "*Bifurcation of the S. S. L. C. Board*".—That the S. S. L. C. Board be bifurcated, one for the Andhra University and the other for the Madras University area.

9. "*Secondary Education Act*".—That Secondary Education in the Province be given a statutory status by the passing in the Provincial Legislative Council a special Madras Educational Act embodying all the needs and requirements of Secondary Education and that a special committee of the S. I. T. U. be appointed forthwith in this Conference for the drafting of the sections and clauses of the said Act.

10. "*Enquiry into the Condition of Secondary Education*".—That the Government be requested to appoint a committee of officials and non-officials with a fair representation of those actually in the teaching profession to enquire into the condition of Secondary education in general in the Province and that of aided Secondary schools in particular.

11. "*Fixed Government Scales of Salaries for teachers*".—That the Government be requested to fix suitable scales of salaries for teachers of all grades in aided institutions consistent with the salaries which men of similar or equal qualifications in other walks of life obtain.

12. "*Model Answers for S. S. L. C. History paper*".—The Conference is of opinion that there is something wrong in the valuation of the answer papers in "The History of England and India," as the presidency average in the subject invariably happens to be almost equal to or lower than that in English and requests the S. S. L. C. Board to publish model answers to the questions from time to time.

13. "*S. I. T. U. Text-Book Committee*".—The S. I. T. U. shall appoint annual representative committees to scrutinise the quality of the text-books prescribed and the questions set at the Pub-



lic Examination and bring their conclusions to the notice of the S. S. L. C. Board.

14. "*Vernacular Medium in Non-language subjects*."—That the pupils' vernacular shall be the medium of instruction and examination in History, Geography and Elementary Science.

15. "*Working of the grant in aid code*."—(a) This Conference feels that the managers of schools cannot have faith in the good intentions of the Government in the actual working of the Code unless and until the managers are taken into the confidence of the Government when the financial statements of schools are considered and the teaching grants are sanctioned and the air of mystery that now surrounds this operation is cleared up so as to enable the managements to know if they get Code Grant to which they are entitled.

(b) That, seeing that the financial statements are audited by competent recognised auditors, the preparation of the financial statements be simplified and unnecessary mass of details for every item of expenditure be not insisted on.

(c) That whenever any item of expenditure in the financial statement of a school is disallowed by the Department, the reason for the action be communicated to the management and their explanation heard.

(d) This meeting regrets the unjustifiable delay in the sanction of the Teaching Grant and recommends that the teaching grants should be sanctioned within two months after the submission of the financial statements, failing which the Department should recognise as a legitimate item of expenditure the payment of interest on any sum borrowed for meeting the current recurring expenditure and the disbursement of the salaries of the staff on the 1st of every month and in this connection the meeting desires to point out that expedition in the scrutiny of the financial statements in the office of the D. P. I. and D. E. O. is possible if resolution 15b is accepted.

(e) This meeting recommends that the Director's proceedings sanctioning Teaching Grants to a school do show separately the general teaching grants contemplated in Rule 32 sub-rule 1 and the amount of compensation for loss in fee-income on account of the award of the fee concessions under Rule 92 of the M. E. R. and the expenditure on scholarships and fee-remissions contemplated in Rule 32 sub-rules (a) and (b).

(f) This meeting urges that the commitment of the Government in respect of Rule 32 of the Grant-in-aid is a quasi-statutory obligation and that every school in the aided list is entitled to the code grant and no reduction should be sprung

upon the management on the plea of insufficiency of funds or budget exigencies.

16. *Government policy re. Secondary Education*.—That Government be requested to make a clear and definite enunciation of their policy in regard to Secondary Education with special reference to (1) the nature and extent of state control over secondary schools, (ii) their recognition of the relationship between teachers and managers, (iii) the extent of their financial aid to aided schools and schools under local bodies and (iv) responsibility of local bodies for secondary education.

17. *Handing over Secondary Schools to District Board in some Districts*.—This Conference recommends that, in one or two Districts which have a number of schools under District Board administration and a comparatively small number of aided, schools under private management, the experiment be tried by the District Board taking over the management of the aided schools and bringing all the schools in the District under its own administration.

18. *S. I. T. U. Funds*.—1. That every teacher whose salary is Rs. 100 and above be requested to subscribe for a copy of the "S. I. Teacher".

2. That, for purposes of the levy of subscriptions, the S. I. T. U. shall consist only of individual members and there shall be two rates of subscriptions:—8 annas per year for teachers whose salary is below Rs. 75 per mensem and Rupee 1 for all others.

3. That each local association shall collect the subscriptions at these rates from the members and remit the amount to the S. I. T. U.

19. *Secondary Education Board*.—1. That the Secondary Education Boards, as they are constituted at present, serve no useful purpose and must be abolished.

2. That, if before Christmas 1933, these Secondary Education Boards are not re-constituted so as to serve the true interests of Secondary Education, all the teacher-members of these Boards be called upon to resign their membership on January 1, 1934.

20. *S. S. L. C. Boards*.—1. That the present S. S. L. C. Board be abolished and new Boards be constituted for each linguistic area.

2. That, since no one seems to care for the record of school work in the S. S. L. C. book, the farce of maintaining the record of the pupils' work during the three years be given up.

3. That all S. S. L. C. text-books for the new year be announced and made available in April.

4. That every examiner, Chief or Assistant, shall have had at least ten years' service as tea-

cher after his training course.

5. The Conference is of opinion that the S. S. L. C. Board takes an unduly long time to publish the results of the public examination and hence recommends that (1) the examinations shall commence in the first week of April, (2) there shall be only one session of examination for each day and (3) the results be published on the 1st of June.

21. *Bill Re. Teachers' Service Conditions.*—This Conference approves of the Bill and authorises the S. I. T. U. to get it introduced in the Legislative Council.

#### I. Preamble.

#### II. Bills:—

- (1) Short title.
- (2) Extent.
- (3) Commencement.
- (4) Persons subject to this Act.
- (5) Repeal of certain sections in M. E. R.
- (6) Definitions.
- (7) Provincial Board of Education.
- (8) Powers of the Board.
- (9) Registration of Teachers.
- (10) Obligation of Employer.
- (11) Service Conditions.
- (12) Professional Code.
- (13) Agreement.
- (14) Termination.
- (15) Settlement of dispute.
- (16) Unification.
- (17) Transfers.
- (18) Legal Section.

III. *Statement of Objects and Reasons.*—A Bill to regulate the work and service conditions of teachers and, to unify the teaching service, in non-Government educational institutions in the Presidency of Madras under a statutory Provincial Board of Education.

*Preamble.*—Whereas it is expedient to bring all non-Government educational institutions in the Presidency under the control of a statutory Provincial Board of Education to unify the teaching service and to regulate the service condition of teachers in all non-Government institutions on a uniform basis; whereas also it is desirable that the obligations of educational employers and employees should be fixed and that their interests as partners in the work of education should be safeguarded, it is hereby enacted as follows.

*Bill.*—This Act may be called:—

1. *Title.*—The non-government Teachers' Service conditions act.
2. *Extent.*—It shall apply to the whole of the Presidency of Madras and to all the aided mis-

sion, aided non-mission, Local Board and Municipal educational institutions.

3. *Commencement.*—It shall come into force on such date as may be fixed by the Local Government by means of a Gazette notification.

4. *Persons subject to this Act.*—The following persons shall be subject to this Act:—

(a) Authorities of aided non-mission institutions.

(b) Authorities of aided mission institutions.

(c) Authorities of Local Board institutions.

(d) Authorities of Municipal institutions.

(e) Teachers in all institutions—a to d.

5. *Repeal of sections in M. E. R.*—The following appendix of the M. E. R. shall be operative as apply to non-Government institutions. (Vide appendix 28 M. E. R.)

6. *Definitions.*—In this Act, unless there is anything repugnant in the subject or context, the following shall be the definitions of the terms:—

(a) Educational institutions are institutions recognised by Government, public and private but not Government managed.

(b) Teachers are practising teachers of all grades in colleges and schools.

(c) Authorities are managements of educational institutions, whether individual or committee or local body or persons authorised by them.

7. *Provincial Board of Education.*—Subject to any rules framed by the Department of Education, the local Government in the Ministry of Education shall, by a notification, form a provincial Board of Education to attend to all or any of the purposes of this Act in their jurisdiction. The Board shall consist of:—

1. The Director of Public Instruction.
2. Two representatives each for the three Universities of Madras, Andhra and Annamalai.
3. Four representatives of the four agencies forming educational authorities nominated by Government. (a) Aided mission; (b) Aided non-mission; (c) Local Board; (d) Municipal.
4. Four representatives of the four types of institutions recommended by the South India Teachers' Union Executive.

The Board shall carry out the purpose of this Act and for such periods as the local Government may fix.

8. *Powers of the Board.*—Subject to any rules framed by the local Government in this behalf, the Provincial Board of Education shall:—(a) Call for annual reports from educational authorities, in its own right, about cases of termination of service of teachers.

(b) Entertain complaints against any educational authority by teachers or from educational authority against a teacher relating to work, service conditions and termination of service.

(c) Cause such local enquiry about the facts of such cases as they may deem necessary.

(d) Exercise such powers as may be necessary for carrying out the purposes of this Act.

(e) Enforce on both employers and employees in non-Government educational institutions.

(f) Take cognisance of any offence under this Act or any rule or order thereunder, if complaint is made within 6 months of the date of commission of the alleged offence.

9. *Registration of Teachers.*—Every teacher employed in a non-Government educational institution shall register his name, qualifications, address of residence and occupation before the Provincial Board of Education in such manner as the local Government Department of Education may prescribe and shall communicate to the said authority any change of address. Such registration shall be a condition of cognisance of the members' right of redress of grievance through the Board of Education.

10. *Obligation of Employees.*—Every educational authority shall deposit in the office of the Provincial Board of Education a copy of the order of appointment of a teacher, a copy of the service conditions of the institution, a copy of the agreement obtaining in the institution and a copy of the conduct sheet of the teacher under their employ from year to year—as a condition of recognition.

11. *Service Conditions.*—The following minimum service conditions shall apply to every non-Government educational institution:—

(a) Every teacher shall be started on an irreducible minimum salary and shall normally be given a scale of automatic and annual increments as under:—

Elementary Teacher,	20—1—50
Secondary S. S. L. C. Teacher and Junior Pundits and Instructors	30—2—90
Secondary Inter Teacher	40—3—130
Collegiate School Teacher, Senior Pundits and Instructors	60—4—180
Collegiate College Teacher	80—5—230
Headmasters of Ele. Schools	30—2—90
Headmasters of High Schools	80—5—230
Principal of Colleges	100—6—280

(b) Every teacher shall be eligible with full pay for 15 days casual leave every year, for one month's sick leave every year and for one month's

privilege for every five years of approved service.

(d) Every teacher shall be given a study leave of one month with full pay every five years for undergoing refresher courses or for higher study.

(e) No teacher shall be given more than 4 hours work a day in schools and more than 3 hours a day in colleges.

(f) No teacher shall be made to work for more than 180 days in all educational institutions.

(g) No teachers' service shall be terminated at any time, save for gross professional misconduct.

(h) Every educational authority shall pay his employees his monthly salary on the first or following day of each calendar month.

(i) Every educational authority shall contribute his quota to the Provident Fund of the employee under him.

(j) Every educational authority shall give to the employee copies of oral or written warnings administered to him and shall maintain a book of explanations in respect of warnings administered as a record.

12. *Professional Code.*—Every educational authority shall enforce the following code of teachers' professional conduct:—

(a) Every teacher shall discharge his duties as such to the satisfaction of his employer.

(b) No teacher shall take up private remunerative work without the consent of his employer.

(c) No teacher shall engage in any public activity directed to bring the Government or the educational institution into contempt.

(d) Every teacher shall take up the permission of his employer for engaging in any public work, honorary or remunerative.

(e) Every teacher shall be a member of his local, district or professional organisation and it shall be his duty to assist in the functioning of such professional organisations.

(f) Every teacher shall submit to the M.E.R.

(g) No teacher shall bring into disrepute his fellow teacher.

(h) No teacher shall enter into any competition with any fellow teacher in the matter of appointment, salary and post.

(i) Every teacher shall treat the child as a national asset and help it to grow as such.

(j) Every teacher shall serve the community in some specific direction of national building activity, (co-operation, rural reconstruction, sanitary squad of a locality, adult school, scouting).

13. *Agreement.*—Every educational authority shall, on appointment of a teacher, enter into a

written agreement with the teacher specifying nature of post, designation, initial salary, scale of increments, and leave rules. The agreement shall be signed by the employer and employee, and attested by the District Educational Officer.

14. *Termination.*—Termination of service by the employer or employee shall be only at the end of the educational year, and with three months' notice on either side. It shall be for the following reasons only proved to the satisfaction of the Provincial Board of Education.

1. Violation of professional code.
2. Violation of the M. E. R.
3. Gross immoral conduct.
4. Physical incapacity for work.
5. Gross insubordination to authority.
6. Professional inefficiency.
7. Retrenchment from the profession.
8. Closing down of institutions.

15. *Settlement of dispute.*—In cases of termination by either employer or employee, which is disputed by one or other of the parties to the agreement an appeal shall lie to the Board of Education, through the District Educational Officer.

(b) The dispute shall be decided by the Board after a judicial enquiry.

(c) The decision of the Board shall be binding on the parties concerned.

16. *Unification of Teaching Services.*—All teachers in the employ of authorities of non-Government educational institutions in the province shall be unified into service cadres as under:—

- Elementary Teachers' Cadre—for each taluq.
- Secondary Teachers' Cadre—for each district.
- Collegiate Teachers' Cadre—for linguistic areas.
- Collegiate College Teachers' Cadre—for the Presidency.

17. *Transfers.*—(a) The Board shall have the right to effect whenever necessary in the interests of the smooth working of the Act, such transfer of teachers it may think fit without prejudice to the career of the teacher from one institution to another, from one taluq to another, from one district to another, from one linguistic area to another, after giving due notice to the authority and teachers concerned.

(b) The Board shall in all such cases, fix up the conditions of appointment and salary, with due regard to the service of the employee.

18. *Legal Action.*—No legal action in court of law under this Act shall be instituted by an educational authority or teacher, except with permission of the Provincial Board of Education.

III. *Statement of Objects and Reasons.*—The teachers employed in non-Government educational

institutions constitute an important class of public servants doing social service. As they are under different agencies, and different treatment, their service conditions vary at the pleasure of the employer,, resulting in unprofessional competition between employees and arbitrary conduct of employers. As both employers of intellectual labour and employees are partners sharing the work of education with Government, it is necessary, in the interests of the educational well-being of the child who is a national asset for Government, as to establish harmony between these two limbs of the educational machinery, and to organise them effectively under a common agency to look after and enforce proper fulfilment by both the parties of their mutual obligations in the work of education. The object of the present Bill is to achieve this end.

Though the teachers under local bodies and municipalities are governed, like employees of Government educational institutions, by fundamental rules, have some means of redress through appeals to higher authorities, as distinct from teachers in aided institutions, they are included in this Act as a measure of fostering professional unity among teachers and with a view to take such teachers out of party politics and its temptations which dominate local self-government institutions.

Though collegiate college teachers are somewhat under the respective Universities, they are also included under this Act with a view to unify teachers as a service, irrespective of pay or prospects and with a view to afford them security of tenure which the Universities do not care to look after.

In aided institutions, at present Government does not exercise any control in the matter of service conditions of teachers except by the enforcement of a model contract now included in the M. E. R.

In spite of Government being the authority granting recognition and aid, even the contract introduced in the M. E. R. has not been adopted in many institutions. Though the contract was designed as a measure to afford security of tenure to teachers, as it is not universal, as it is not uniform, as it does not embody a minimum of service conditions, as it has no machinery to see to the fulfilment of terms of contract, and as it recognises the right of the parties to terminate service at will which means terminating career, the contract at work is more injurious than before it, to the cause of harmony in educational institutions. Termination at will persist, resulting in resort to law and the sowing of the seed

of hostility between the employer and employee, so deliterious to the morale of the teaching profession, and so dangerous to the well-being of educational institutions. Government teachers must, while leaving appointments of teachers and management of institutions in the hands of employers, lend helping hand in bringing about the imperative adjustments between educational employer and employee so that teachers, like artisans or labourers, may not misdirect their energies in a struggle to exist.

As education is a vital concern of Government and as the partners assisting Government in education must be protected and their respective interests safeguarded and their obligations defined, as a class of discontented teachers—nearly a lakh—will be social microbes; legislation on the eve of the impending reforms, not only as an imperative educational but a national necessity.

22. *Teachers' Professional Code and Registry.*—This Conference is of opinion that a Teachers' Professional Code and a Teachers' Registry for the Presidency are an urgent necessity and it urges the Madras Ministry of Education to take early steps to establish the same on the lines of the Royal Society of Teachers in England.

23. *Refresher Courses for teachers and lecturers.*—This Conference is of opinion that it must be made a condition of recognition for managements of schools and colleges every quinquennium to send up lecturers and teachers for Refresher Courses in the subjects they teach and bear the charges thereon; and it urges on the Government to treat these charges as legitimate expenditure for purposes of the grant-in-aid Code.

24. *Recruitment and training of the Inspectorate.*—This Conference is of opinion that the Inspectorate should be recruited from the ranks of the experienced teachers and that District Educational Officers, like civil servants, should undergo a period of training in all branches of preparatory functioning as such.

25. *Teachers and Adult Education.*—This Conference urges that (a) Teachers' Associations ought to take a deeper interest in Adult Education which is a part of rural reconstruction, a new movement vital to the growth of the nation. (b) For the furtherance of Adult Education referred to above, its limb, the library movement, which is now afoot may, for the present, be advantageously started in every High School centre.

26. *Working days in schools under Local Bodies.*—This Conference requests the authorities to fix up the number of working days for schools under Local and Municipal Boards, instead of fixing the number of holidays for them.

27. *Provincial Fund under Local Bodies.*—This Conference requests the Government to amend the Provident Fund rules for Local Bodies so as to give greater facilities for taking advances as is being done in the case of Government General Fund.

28. *Subjects for Public Examination.*—This Conference resolves that pupils appearing for the S. S. L. C. Examination be examined only in the work done in forms V and VI.

29. *Free Education to teachers' children.*—This Conference requests all managements to give free education to the children of teachers in their institutions.

30. *Headmasters as Chief Superintendents.*—This Conference urges on the Government the deletion of the clause in M. E. R. compelling Headmasters to be Chief Superintendents for the S. S. L. C. Examination since the inclusion of such a clause is not in keeping with the dignity of the teaching profession.

31. *Concession to bona fide teachers and Pundits.*—This Conference prays to the Government for the extension of the concession granted to the bona fide teachers of three years' standing to appear for the S. S. L. C. and University Examinations, to Pundits of five years' standing irrespective of their general qualifications, on their production of a certificate of fitness for the same, from the Headmasters of the institutions in which they work.

32. *Non-Government Teachers' Service Conditions Bill in the Legislative Council.*—This Conference is of opinion that the introduction of "The Non-Government Teachers' Service Conditions Bill" should be expedited by the S. I. T. U. by arranging to have it sponsored by the University Member in the local Legislative Council, before the end of 1933.

33. *Propaganda Committee of the S. I. T. U.*—This Conference is of opinion that a standing propaganda Committee of Teachers and some M. L. C's should be established and subsidised by the S. I. T. U. to do propaganda work with the members of the Legislative Council in and out of the Council regarding the programme of work of Teachers' organisation.

34. *Madras University Library and mofussil Graduate Teachers.*—This Conference is of opinion that the facilities afforded to lecturers of colleges in the matter of the use of the Madras University Library should be extended to Teachers in recognised schools of the Presidency, outside Madras.

35. *Common Good Fund for Scholarship.*—This Conference, while appreciating the help render-

ed by the Co-operative Societies and the District Urban Banks of the Presidency in the cause of education, requests them to set apart from their Common Good Fund a decent sum for the award of scholarships to poor and deserving pupils and for purposes of Scouting and Adult Education.

36. *Games Fund for Scout Movement.*—This Conference requests the Government to issue a G. O. requiring Managers, Headmasters or Headmistresses and the Games Committees of Schools to set apart not less than 25% of the Games Fund for expenses in connection with the Boy Scout and Girl Guide Movements.

37. *Special Teaching Grant.*—In view of the improvement in the financial position of the Government of Madras, this Conference requests the Government to be pleased to vote a special grant to the aided colleges, Secondary schools and Local Boards, in order to enable them to restore the cuts effected in the teachers' salaries.

38. *Graduate Teachers and L. T. Examination.*—This Conference requests the University of Madras that Graduate teachers in recognised schools with Secondary Grade training qualifications may be permitted to sit for the L. T. Degree examination without the production of attendance certificates from any Training College.

39. *Teachers' Representation in Educational Bodies.*—This Conference appeals to the Government for adequate representation of teachers on the D. E. Councils, the S. S. L. C. Board, the Text-book Committee, the Local Bodies, the Legislative Council and the University bodies.

40. *Contract System in Aided Institutions.*—This Conference is of opinion that the Contract System, at present introduced in aided educational institutions, is unsatisfactory, and appeals to the Government to revise the same.

41. *Distribution Between Inter and S. S. L. C. Trained Teachers.*—This Conference requests the Government to make a distinction between the Intermediate trained and S. S. L. C. trained teachers in respect of pay and status.

42. *Revision of Middle School Syllabuses.*—This Conference resolves that the Department be requested to revise the syllabuses and the scheme of studies in the Lower Secondary classes so as to bring them in a line with those in the higher forms.

43. *Vocational Education in Schools.*—That Government may be requested to take steps immediately to introduce vocational studies in Secondary schools by providing adequate funds in the next budget.

44. *Legislative Council Committee of Enquiry into Service Conditions.*—This Conference re-

quests the Government to establish a committee to enquire into the service conditions of teachers in Non-Government Schools.

45. *Service Conditions of Teachers under Local Bodies.*—That the Government be requested to improve the conditions of service of teachers of Local Boards and Municipal schools by modification of Sec. 71 of the Local Boards Act, and by the application of Government Service Rules to all Local Fund and Municipal Schools *in toto*.

46. *Standardised scale of salaries and revised Grants and Subsidies.*—That Government be pleased to introduce minimum standardised scales of salaries in all non-Government schools and colleges and to revise the system of grants and subsidies to such schools and colleges so as to cover their entire net cost.

47. *Better service conditions for teachers.*—That as a first step in the introduction of improving service conditions of teachers in aided schools, Government be requested to make provision for appeals in case of summary notice to quit a District Committee consisting of the D. E. O.; two representatives of managements and two representatives of the District Teachers' Guild.

48. *Selection of Text-book.*—This Conference is of opinion that the selection of text-books be left entirely to the Headmasters and teachers concerned, or a representative body of them, as has been the practice for many years past.

49. *Elementary Education Course.*—This Conference recommends that Elementary Education be limited to five years *en masse* as a first step, that post primary course be limited to 2 or 3 years' course in rural and urban schools and that a vocational bias be introduced in the post primary schools according to environments.

50. *Single Teacher Elementary Schools.*—That single teacher schools with plural classes up to a strength of 30 be improved wherever possible, by the modified Dalton Plan as in Assam, instead of being eliminated.

51. *Concentration and Consolidation of Elementary Schools.*—That the proposed concentration and consolidation of Elementary schools be tried within a radius of half-a-mile in each area, and that the strength of the central schools be limited to 200 to 300, and that the first three classes be not amalgamated.

52. *Salary Cut and Sick Leave.*—That any salary cut be not effected on the pay of Elementary teachers drawing Rs. 30 and less, and that an irreducible minimum of sick leave allowance be fixed by the Government in all Local Boards, Municipal and Aided Schools.

53. *Holidays and vacation for Elementary Schools.*—That holidays for festivals and vacation for Elementary schools be the same as for Secondary schools and that modifications in the education rules be made to that effect.

54. *Affiliation fee of Guilds and Associations.*—That the affiliation fee paid to the S. I. T. U. by Guilds and Associations be calculated at one anna per member of such affiliated Guilds and Associations.

55. *S. S. L. C. Commercial Students Eligibility.*—This Conference requests the Government to declare candidates who have passed the S. S. L. C. with commercial subjects as optionals eligible for Government services and exempt them from appearing for the Government Technical Examinations, Lower Grade, in the aforesaid subjects.

56. *Bilingual papers for S. S. L. C. Examination.*—It is the considered opinion of this Conference that it will greatly help the pupils appearing for the S. S. L. C. Examination if they be allowed to answer their A. Group subjects except English) in their vernacular provided that the question papers shall be bilingual and pupils shall be permitted to make free use of technical expressions in English without attempting to translate them.

57. *Stipends for Secondary and Elementary Grade Training.*—This Conference is strongly of opinion that the withholding of stipends from the students undergoing Secondary Grade training and the reduction of stipends of those undergoing the Elementary Grade training, are prejudicial to the spread of Elementary education since men of good parts will not be drawn to the Training Schools.

58. *Railway Concessions to pupil-teachers and bona fide teachers.*—This Conference requests the Government and the Railway Administration to include pupil-teachers undergoing training in Training Schools and colleges and bona fide teachers attending Educational Conferences, among those allowed to travel at concession rates.

59. *Uniform scales of salaries for Elementary Teachers.*—This Conference requests the several Taluk Boards in this Presidency to adopt the same scales of pay for Elementary School Teachers as is fixed in the Madras Educational Rules.

60. *Managements' Bonus to a P. F.*—This Conference resolves that the Government be requested to revise Rule 14 (1) of the P. F. Rules to raise the rate of bonus to be paid by Managements from 1/16 to 1/12.

61. *Abolition of Selection Grade for Teachers.*—This Conference requests that the existing selection grades adopted in some of the Local

Boards and aided institutions be abolished, and that all the incumbents be allowed to reach the maximum now fixed for each selection grade in the existing time scale.

62. *Confirmation of Temporary Teachers.*—This Conference requests the several District Boards, and Taluk Boards, Municipalities and the Managements of the aided schools in this Presidency to confirm posts that have continued temporary for three full years.

63. *S. S. L. C. Public Examination in December.*—This Conference requests the S. S. L. C. Board to hold the Public Examination in December or January in preference to the hot months of March and April.

64. *Appointment of Chief and Assistant Examiners.*—This Conference requests the S. S. L. C. Board to appoint as Chief and Assistant Examiners teachers in touch with the actual teaching work.

65. *Remuneration for S. S. L. C. Chief and Assistant Superintendents.*—This Conference views with regret the withholding of the remuneration of Chief Superintendents of the S. S. L. C. examinations, and suggests that they be paid the same in view of their hard and responsible task and the enhancement of the application fees paid by the pupils, and that in the case of the Assistant Superintendents who are asked to go out of their stations for supervision work, a proportionate batta be paid.

66. *Grants for Manual Training Classes.*—The Conference requests the Government to pay liberal grants for the initial equipment of the Manual Training Classes in schools.

67. *G. P. Fund for Life Insurance Premia.*—This Conference requests the Government to amend the Provident Fund Rules for aided school teachers so as to permit them to utilise their Provident Fund for payment of Life Insurance Premia.

68. *Fixed Interest for G. P. Fund Deposits.*—This Conference prays that a uniform rate of interest at  $4\frac{1}{2}\%$  may be allowed on the Teachers' Provident Fund, instead of the privilege of investing it in the Postal Cash Securities and that changes if necessary be made in the Provident Fund Rules.

69. *Drawing and Drill Instructors as Assistants.*—This Conference is of opinion that Drawing and Drill Masters serving in Elementary schools having more than 4 teachers should be considered as assistants eligible for teaching grants and requests Government to pass orders accordingly.

70. *Government Aid to Teachers' Associations and T. Tours.*—This Conference requests the Provincial Government to recognise and aid Teachers' Associations and to institute a special fund to enable teachers to undertake educational tours.

71. *Conscience Clause.*—This Conference resolves that a conscience clause should be intro-

duced with regard to religious instruction in schools and colleges.

72. *District Centre Vocational Schools.*—This Conference resolves that Vocational Schools at one for each district be started on the findings of the Technical Education Committee (Vide Resolution VI of Madura Conference '32. Page 222, S. I. T. U. Journal, May 1932.).



## THE S. I. T. U. PROTECTION FUND

*Proceedings of an Extraordinary Meeting of the General Body of the S. I. T. U. Protection Fund.*

An Extraordinary Meeting of the General Body of the S. I. T. U. Protection Fund was held at 12 noon on Sunday the 26th Feb. '33 in the Singara-chariar Hall, Hindu High School, Triplicane, with Mr. M. S. Sabhesan, M.A., the President of the Fund in the Chair. 90 members were present representing 9 districts. (Madras, North Arcot, South Arcot, Trichy, Salem, Coimbatore, Madura, Kurnool, and Chingleput.)

The Secretary read the notice of the meeting.

Minutes of the Fourth Annual meeting, and of the Extraordinary Meeting held in the month of May 1932 in Madura were read and adopted.

At the request of members, the Secretary gave a gist of the various letters received by him regarding the contemplated change in the rules.

Then the president addressed the members on the urgent need for changes in the rules.

The Secretary placed before the meeting the amendment to rule 10 and moved that it shall be taken into consideration first, as most of the other amendments recommended by the Board were more or less consequential. The motion was seconded by Mr. T. P. Srinivasavaradan. Then Mr. A. Nagaraja Iyer of Villupuram moved, "Resolved that the consideration of this amendment do stand adjourned to a date in the month of May along with the Provincial Educational Conference," and it was seconded by Mr. V. Srinivasan, of Madras. After discussion the proposition was put to vote and declared lost. A poll was demanded and it was taken. It was found that 30 members were for Mr. Nagaraja Iyer's proposal and 46 against and 10 neutral. The motion or adjournment was declared lost.

Mr. V. K. Sourirajan moved that the house do form into committee. This proposition sought to give an opportunity to members to have a free talk on the subject, and enable them to move suitable amendments to the official resolution. The motion was seconded by Mr. S. K. Yegnanarayana Iyer.

It was put to vote and carried.

Then the house formed into a committee. There was a free discussion lasting for more than 3 hours. A number of amendments were moved by the members, and the committee agreed by a very large majority, only one dissenting, to recommend the

following resolution for the consideration of the formal meeting of the General Body.

Resolved (a) "that the following amendment to rule 10 proposed by the Board be adopted.

"The benefit due from the fund is payable on the death of a member, or on the withdrawal of a member from any cause whatever after completing five years membership in the fund, or on the retirement of a member from the fund after completing 25 years membership in it. The amount of the benefit shall be according to the following scale:—

FOR A MONTHLY CALL OF RUPEE ONE,  
(ONE UNIT).

Year of membership.	In the event of death during the year.	In the event of withdrawal at the end of the year.
	Rs.	Rs.
1	250	Nil
2	255	Nil
3	260	Nil
4	265	Nil
5	270	40
6	275	50
7	280	60
8	285	70
9	290	80
10	295	90
11	300	100
12	305	115
13	310	130
14	315	145
15	320	160
16	325	175
17	330	190
18	335	205
19	340	220
20	345	240
21	350	260
22	355	280
23	360	305
24	365	330
25	370	(On retirement at the end of the 25th year, Rs. 375.)

N. B. The maximum number of units to be allowed to a member is 4 only.

(b) "That Rule 10 as adopted at the Extraordinary meeting held on the 26th of Feb. do come into force from 1st July 1933."

(c) "That, notwithstanding anything to the contrary contained in the existing Rule 10, such of the existing members as choose to withdraw from the Fund be permitted to withdraw, and that they be paid within a *maximum period* of 3 years the total *call amount* paid by them *less* as many rupees as the number of members benefited during the period of their membership, provided that the application for withdrawal is received by the Secretary of the Fund before 1-7-1933."

Then the formal meeting of the General Body was resumed. Mr. M. K. Ramamurthy moved the resolution adopted by the General Body in the committee stage. It was seconded by Mr. K. S. Venkatrama Iyer.

Mr. T. Ramanujachariar moved "The amendment be referred back for re-submission by the Board to the actuary for revision so that the benefits may vary from Rs. 100 to Rs. 400 for one unit in the case of death, and Rs. 60 to Rs. 400 in the case of retirement so that the benefit in any case shall never be less than what the member has paid as call", and it was duly seconded. Mr. Ramanujachariar's motion was put to vote and lost.

Then Mr. Ramamurthy's proposition was put to vote and it was carried unanimously.

Mr. M. K. Ramamurthy moved, "It shall be competent to the Board of Management to do whatever it deems necessary, to give effect to the previous resolution." It was duly seconded, put to vote, and carried unanimously.

Mr. V. K. Sourirajan moved "Resolved that such members who send applications for withdrawal so as to reach the Secretary before 1st July 1933 be deemed to have withdrawn from the Fund as from the date of application of their withdrawal, and that they shall not be entitled to any benefits under the rules, or to any of the rights and privileges of the membership of the Fund from the date of application of withdrawal." It was duly seconded, put to vote, and carried unanimously.

It was further resolved at the suggestion of the Secretary that "such members who withdraw before 1st July 1933 should be required to pay the prescribed dues under the existing rules up to the date of application of withdrawal, and that in the event of a member failing to pay the same, the due amount be deducted from the amount to be handed over to him on withdrawal."

With a view to empower the Board to give effect to this resolution regarding "withdrawal", the Secretary moved that the following *transitory Rule* be made under the existing Rule 10.

(a) "Notwithstanding anything to the contrary contained in the existing Rule 10, such of the existing members as choose to withdraw from the Fund be permitted to withdraw, and they be paid within a maximum period of 3 years the total *call amount* paid by them, *less* as many rupees as the number of members benefited during the period of their membership, provided that the application for withdrawal is received by the Secretary of the Fund before 1-7-1933."

(b) "Such members who send applications for withdrawal so as to reach the Secretary before the 1st of July 1933, be deemed to have withdrawn from the Fund as from the date of application of withdrawal, and that they shall not be entitled to any benefits under the rules, or to any of the rights and privileges of the membership of the Fund from the date of application of withdrawal."

(c) "Such members who withdraw from the Fund before 1st July 1933 should be required to pay the prescribed dues under the existing rules up to the date of application of withdrawal, and that in the event of a member failing to pay the same, the due amount be deducted from the amount to be handed over to him on withdrawal."

(c) It was duly seconded, put to vote, and carried unanimously.

Then the other amendments given notice of by the Board were taken one by one in the order in which they were printed on the Agenda, with reference to Appendix B of the Fifth Annual report.

Amended Rules 1, 2, 3 and 4 were carried without discussion.

Rule 6, as amended below was carried without discussion.

Rule 6. *Admission*:—Every applicant for admission to the Fund shall present his application in the form prescribed, and shall pay a sum made up of the registration fee of Re. one, the annual contribution Re. one, annual subscription of Re. one, monthly call of Re. 1 for each unit which he has applied for, and any additional fee as contemplated in the Rules. The Board may refuse to admit any person without assigning any reason whatever."

Rule 7 amended as follows was passed without discussion.

Rule 7. *Classification*:—The finances of the Fund shall be classified as follows:—

(a) The amounts collected under "Registration fees" shall form the Reserve Fund, to be drawn upon at the discretion of the Board for safeguarding the claims of members.

(b) 50 per cent. of the annual subscription shall form the Profession Fund to be utilised for carrying out the objects specified in rule 3 (b) Supra of the memorandum of Association, and the objects of the South India Teachers' Union.

(c) The amounts collected as annual contributions and 50 per cent of annual subscriptions shall go to meet the working expenses of the Fund.

It shall be competent to the Board to make temporary transfers from the Professional Fund Account to the Working Fund Account, and Vice-Versa; provided that the amount shall be transferred within one year.

Rule 8 as amended by the Board's amendment was passed without discussion.

The Secretary placed before the meeting the amendment to Rule 9.

Mr. T. P. Srinivasavaradhan moved "add after 'benefits' in the 4th line 'in the case of members within 40 years of age and one only in the case of others shall be issued'." It was duly seconded. This was withdrawn in favour of the following amendment moved by Mr. V. K. Sourirajan.

Add after "benefits" in the 4th line "in the case of members within 40 years of age, three units in the case of members above 40 years of age but withing 45 years of age, and two units in the case of members above 45 years of age, on 26-2-23." It was duly seconded. It was put to vote and was carried.

The Board's amendment as further amended by Mr. V. K. Sourirajan's amendment was put to vote and carried.

Board's amendments to Rule 13 and 14 were passed.

Rule 16. Mr. M. K. Ramamurthy moved change "1¼ pies" into "one pie." It was duly seconded, put to vote, and carried. The Board's amendment as amended was put to vote and carried.

Board's amendments to Rule 18, 19, 19 (c), 20, 21, 22, and 23 were passed.

Rule 23. Mr. T. P. Srinivasavaradan moved the following further amendment to Rule 23.

In the 2nd para change "seven clear days" into "thirty Days". The amendment was duly seconded, put to vote and carried unanimously.

The Secretary moved the following to be inserted as a separte para under Rule 23.

"All questions placed for consideration at a general meeting, ordinary or Extraordinary, shall be decided by majority of votes."

It was duly seconded, put to vote, and passed unanimously.

Rule 24. The Secretary moved that the following rule, "Any alteration in the existing rules by way of cancellation or addition or modification can be made only at the Annual ordinary general meeting. But it shall be competent for the Board of Management to bring up any alteration in the rules for consideration at any General Meeting, ordinary or Extraordinary. A member who wants to move any amendments to the Rules at the general ordinary meeting shall forward a copy of the amendments to the Secretary, so as to reach him at least one month before the date of the meeting. The rules along with such alterations as may be made, and be found applicable from time to time, shall be binding on the members of the Fund," be incorporated as Rule 24.

Mr. S. S. Srinivasa Iyer moved change at least one month before' into 'not later than Dec. 31st previous to'."

The amendment was accepted by the Secretary on behalf of the Board and carried.

Mr. T. P. Srinivasavaradan moved "Add before the last sentence of the para 'A member who wants to move any amendment to the amendments to Rules or Resolutions included in the agenda for the meeting of the General Body, should forward a copy of the amendments to the Secretary of the Fund so as to reach him at least fifteen days before the date of the meeting.'" It was duly seconded, put to vote and carried. The proposition of the Secretary as amended was carried.

Then the following resolutions were passed.

1. Resolved that the existing members be permitted subject to Rule 9, to take one or more units up to four (fraction of a unit not being permitted); and that they be required to intimate their decision to the Secretary of the Fund before 1st of July 1933.

2. Resolved that members who have not intimated their decision before the 1st of July 1933, be considered on one unit basis.

3. Resolved,

(a) That in the case of a member who takes two or more units, the proportionate amount due as monthly call from him for his past membership be treated as being due on the day the new rules come into force; and that such member be permitted to either in a lump sum, or on instalments of Rupee one per month for each of the units, within a

period corresponding to the period of his past membership.

(b) That in the event of a member failing to pay the monthly instalment, fines be collected according to Rule 14 (d).

4. Resolved that (a) in the case of a member taking one unit only, any amount over Rupee one paid as Emergency call in his past period of membership, be credited to his account.

(b) And that in the case of a member taking more than one unit, any amount that he might have paid as Emergency call in his past period of membership be credited to his account.

5. Resolved that the amended Rule 10 with consequential amendments do come into force from 1st July 1933, and that the remaining amendments and additional rules do come into force on the 25th February 1933.

6. Mr. Nagaraja Iyer moved "Resolved that steps be taken by the Board of Management to get expert advice regarding the question of declaring a bonus to the existing members whose names have been on the Register of members on 31-12-1932, and who prefer to continue in the Fund, out of the whole or any part of the surplus declared by the actuary to exist on 31-12-1932." This was duly seconded, put to vote and carried unanimously.

The Extraordinary Meeting of the General Body was then dissolved.

#### FIFTH ANNUAL MEETING

Immediately after the conclusion of the Extraordinary meeting, the Fifth Annual Meeting of the Fund was held in the same hall with the President in the chair.

The Secretary read the notice of the meeting, and then presented the 5th Annual Report. Mr. L. N. Subramania Aiyar moved and Mr. Ramamurthy seconded that the Annual Report be taken as read. The proposition was put to vote and carried unanimously. Then a discussion on the Annual Report ensued. Mr. Madhava Rao moved that the words "Cash Deposit with our Bankers" in the Report of the Board of Management be changed into "Deposit with our Bankers". The Secretary on behalf of the Board accepted the amendment. Mr. K. S. Venkatrama Iyer moved and Mr. Vaidyanatha Iyer of Kurnool seconded "Resolved that the Annual Report as amended be adopted." The proposal was put to vote and carried unanimously.

The Budget as framed by the Board of Management was read out by the Secretary for the information of the members.

The following office bearers were elected for the ensuing year:—

*President*:—Mr. M. S. Sabhesan, M.A., Professor, Christian College Madras.

*Vice-President*:—Mr. S. K. Krishnamurthy Iyer, B.A., L.T., Hindu High School, Triplicane.

*Secretary*:—Mr. R. Ramakrishnan, B.A., Dip. Econ., Hindu High School, Triplicane.

Other members of the Board of Management:—

Mr. S. Srinivasa Iyer, B.A., L.T., S.M.D. High School, Vellore.

Mr. K. S. Cengalroya Iyer, Board High School, Krishnagiri.

Mr. S. T. Ramanuja Iyengar, B.A., L.T., E. R. High School, Teppakulam, Trichinopoly.

Mr. V. Aravamudha Iyengar, B.A., L.T., U. C. High School, Madura.

Mr. J. N. Paramasivam Pillai, B.A., L.T., Board High School, Satyamangalam.

Mr. S. Vaidyanatha Iyer, B.A., (Hons.), L.T., Municipal High School, Kurnool.

Mr. K. S. Venkatrama Iyer proposed "Resolved that Mr. T. S. Viswanathan, G. D. A. be elected as the auditor of the fund for the year 1933 on a remuneration of Rs. 60." It was seconded by Mr. V. Narayanaswami Iyer. The motion was put to vote and unanimously carried.

Mr. L. N. Subramanya Aiyer moved that the proposition standing in the name of Mr. S. K. Yegnanarayana Iyer be adjourned to the next meeting of the General Body. The proposal was duly seconded, put to vote and carried.

The following resolution was passed.

"Resolved that the thanks of the General Body be conveyed to the retiring member Mr. C. Ranganatha Iyengar for his valuable services to the fund."

Mr. T. Ramanujachariar moved:—"Resolved that the thanks of the Protection fund be conveyed to Mr. S. G. Narayanaswami, student actuary, Trichinopoly, whose criticism has considerably helped the Board in the matter of the actuarial revision, and that an honorarium of Rs. 25 be sanctioned by the Board for the valuable help rendered by him." The motion was duly seconded." It was put to vote and carried.

Then the chairman of the meeting and the authorities of the Hindu High School were thanked. Then the Chairman declared the meeting dissolved.

R. RAMAKRISHNAN,  
Honorary Secretary.

## EDUCATIONAL NEWS BULLETIN

(Issued under the auspices of the All-India Federation of Teachers' Associations by the Association of Editors of Educational Journals, 41, Singara-chari Street, Triplicane, Madras.)

No. 15.

March 1933.

### PUNJAB

*All-India Educational Conference:*—Preparations for the 8th session of the All-India Educational Conference are afoot. The work has been resumed, and it is hoped that at the end of this month, the Working Committee will have secured the co-operation and sympathy of the teachers of the whole province. Bulletins Numbers 5 and 6, embodying an appeal for funds and all information about the different sections of the Conference respectively are being sent round to all provinces.

The Educational Exhibition, also, bids fair to be a great success. The Exhibition Secretary is doing his very best to make a good collection of educational exhibits from all sides. The authorities of the Education Department have kindly issued circulars to the Headmasters of the various schools of the province to send exhibits.

Very encouraging response is being made by the Universities and Education Departments of other provinces, such as the D. P. I., Mysore; Registrar, Aligarh Muslim University; Principal, Muslim Boarding School, Derlate; Chief Inspector of Schools, Patiala State; D. P. I., Madras; Registrar, University of Dacca; Registrar, University of Mysore; Director of Education, Mandi State. In the Punjab, the sympathy and co-operation of all persons concerned in the educational activities of the province have been sought and secured both from the official and non-official quarters.

The date for the opening of the Exhibition is fixed as the 13th April, and dates for the Conference are from the 14th to 16th of April.

*Lahore School Boys' Athletic Sports:*—It is a happy sign of the times that the sports activities for school boys, which had been neglected for many years were revived only lately through the kind attention of the Lahore Association of Olympic Sports. Side by side with the Olympic match which was intended for the grown-up athletes, another match was arranged for school boys (senior and junior batches) in which some eight local schools took part. The trophy, which has been presented by Mr. L. Sitaram, Municipal Commissioner, has been won by the central Model School, Lahore.

Annual Sports and prize-giving of the Central Model School, Lahore, came off on the 11th February 1933, at the Central Model School lawns. A very grand physical display was given by the whole school. Major R. Sanderson, Director of Public Instruction, gave away the prizes, and spoke in high terms of the high standard of efficiency maintained by the school both in education and physical instruction.

*The Punjab University Enquiry Committee:*—The Punjab University Enquiry Committee has well-nigh finished its work of examining witnesses and touring round the Punjab to see the different types of educational institutions. The Committee is now busy in preparing the report on the constitution and various aspects of the Punjab University. It is hoped that the report will be ready by the end of March. All the proceedings have been held in camera. Therefore, no definite information is available regarding the recommendations of the Committee. Different kinds of rumours are afloat about the forecast of the coming wants. Apprehensions are entertained that some communal bias might be made to prevail in the recommendations of the Committee regarding the constitution of the University Senate or Syndicate. Rumours are in the view that the report of the Committee would be a very fine document on the whole, in view of its findings and linguistic touches.

*Latest Notification of the Punjab University:*—That the University of the Punjab is rather too mercenary in its dealings will be manifest from the fact that it has recently issued a notification to the effect that each candidate from the mofussil should pay an extra fee of Rs. 2 with his late fee if he is not willing to come down to Lahore to take his Matriculation Examination. This is just an obvious way of extracting an extra fee of Rs. 2 from the examinees from the mofussil. It may be asked what the fee of Rs. 5 means, if it is not intended to cover the charges for the extra burden, which the University will have to bear for compiling additional lists of the examinees. It does not stand to reason that when the University demands Rs. 5 as late fee for all ap-

plications submitted till the 13th of February, it should ask the poor examinees for the payment of an extra Rs. 2 to save the trouble of coming over to Lahore and appearing at a centre nearest his house.

### BENGAL PRESIDENCY

1. A Committee has been formed to formulate schemes for starting a new University for Assam. It is expected the new University will be created as soon as the reformed constitution begins to work.

2. The University of Calcutta has given permission to three High Schools to introduce co-education provided the local guardians and the Managing Committee have no objection.

3. The All-Bengal University and College Teachers' Conference was held on the 22nd and 23rd February last under the presidency of Sjt. Shyama Prasad Mookherjee, M.A., B.L., Bar-at-Law. The Conference strongly advocated de-provincialisation of Government Colleges.

4. The All-Bengal (Non-Government Secondary School) Teachers' Conference will take place during the Easter holidays at Serampore. Brisk preparations are going on to make the Conference successful.

### BOMBAY

February is a dull month educationally and so is the month of March, for they are the months of preliminary examinations and both the students and the teachers are engrossed in preparation for the examinations. It was, however, expected that 'Education' would figure largely in the Legislative Council discussion, on account of the far-reaching recommendations of the Reorganisation Committee in that behalf. But Government announced their intention not to give effect to any of the recommendations of the Committee excepting the one about the Deccan College, Poona, and the question lost a good deal of its vigour.

The Deccan College is one of the oldest colleges in the Presidency and has evolved out of the Sanskrit College founded in Poona about the year 1821. As a result of the British policy outlined in Macaulay's minute the Sanskrit College was replaced by a High School and two colleges, one of which developed into the present Deccan College and other which was intended to be a similar institution imparting instruction through Marathi, dwindled down into a Training College for Primary Teachers. Many of the leaders of the last generation belonged to this college and it is painful to have to read of the Government resolve to close it down from next year. It is, however,

a fact that it has long ceased serving any useful purpose as an undergraduate institution. It does not now command the marked superiority in instruction which it once did over the local private colleges, and students are unwilling to incur the proportionately heavy expenses of this aristocratic institution. More than once has it been pointed out to Government that the Deccan College should be converted into a Department of Post-Graduate Research and Instruction and be the nucleus of the Maharashtra University at Poona. But the advice was not listened to and now Government are prepared to risk the odium of closing down this oldest college in order to save about half a lakh of rupees per year.

It was inevitable that reference should be made on such occasions to the proportionately heavy grants paid to European Schools. For less than 5,500 pupils in European Schools Government have been spending about Rs. 370,000 or about Rs. 67 per pupil, and this is almost equal to what Government have been spending for the pupils in their own schools. For the number of students in Government High and Middle Schools is about 10,000 and the amount spent on them from Provincial revenues is about Rs. 700,000, i.e. about Rs. 70 per pupil. The corresponding figures of the other High and Middle Schools are: Number of pupils about 100,000 and the expenditure from Provincial revenues about Rs. 12,50,000 or Rs. 12-8 per pupil. The so-called European schools are attended mostly by Anglo-Indian children and the only justification for this disproportionately heavy burden for them on the Provincial revenues is that the managements of these schools also spend well for their maintenance. The question will soon take the form of an acute grievance unless the doors of these schools are thrown open to Indians and Anglo-Indians alike and the managements are made less expensive.

### C. P. AND BERAR

During the week ending with 4th February 1933 meetings were held of the different bodies of the Nagpur University. The following are some of the important resolutions adopted. One of these was about the use of the mother-tongue as medium of instruction in colleges. Opinions of the Principals of affiliated colleges were considered and the Academic Council resolved that with effect from 1936 (a) instruction in Hindi, Marathi and Urdu be imparted and examinations in these subjects be held through the media of Hindi, Marathi and Urdu respectively; (b) instructions in Sanskrit be imparted in Marathi, Hindi or English at the option of the Colleges and

any of these media may be offered for examination by the candidates; and (c) instruction in Persian and Arabic be imparted in Urdu or English at the option of the Colleges and any of these media may be offered for examination by the candidates.

The Executive Council has made a small grant of Rs. 300 to Dr. G. R. Hunter, Morris College, for excavations near Pachmarhi where it is expected some finds of pre-historic interest may be unearthed. The Council also amended M.A. ordinances so as to enable B.Ag's to take M.A. in Economics. It was also resolved to abolish the annual fee for enrolment as a Registered Graduate and to enrol such Graduates only on payment of a consolidated fee of Rs. 10.

Another important amendment was in the ordinances relating to the admission of teachers-candidates to the University examinations reducing the total period of service as a teacher required for admission to the examinations and providing for the inclusion of discontinuous service in the period if the break does not exceed six months.

#### MYSORE

The Eighth Provincial Education Conference of the Mysore Secondary Education League will be held at Kolar from the 17th March 1933 for 3 days.

Amin-ul-Mulk Sir Mirza Ismail Kt., B.A., C.I.E., O.B.E., Dewan of Mysore, has graciously consented to open the Conference at 3 p.m. on the 17th March. Professor A. R. Wadia, B.A. (Cantab), Bar-at-Law, Professor of Philosophy, University of Mysore, will kindly preside over the Conference.

The chief items of the Conference will be lectures and resolutions on educational topics, an Educational Exhibition, sports and tournaments for members, drama, musical entertainment, excursion to Nandi Hills and dinner.

Delegates and members intending to attend the Conference are to communicate to Mr. S. Srinivasa Rao, Headmaster, Government High School, Kolar, at once.

#### MADRAS.

(1) The Academic Council of the Andhra University has adopted a resolution whereby candidates for the B.Ed. Examination of that University will have to undergo a practical test. This test will carry a maximum 200 marks and will consist of 2 parts, viz., demonstration classes, one in English and one in the special subject, and practical work during the period of training.

(2) The Government of Madras have decided to levy tuition fees from students undergoing training in the Teachers' Colleges at Saidapet and Rajahmundry. Till 1932, the graduates under training were paid stipends of Rupees Fifteen each. In 1932, as a measure of retrenchment the stipend was abolished. This year they propose to levy a fee of Rs. 100 per annum from each candidate undergoing the course.

The special subject for the L.T. exam. 1934, will be a study of "Elementary Education" in all its aspects.

(3) Mr. N. S. Subba Rao, Director of Public Instruction, Mysore, has been elected to preside over the 25th Provincial Educational Conference to be held in Trichinopoly in the middle of May 1932.

Prof. S. K. Yegnanarayana Aiyar, convener of the Committee on School Journeys, has issued on behalf of the Committee the following questionnaire to all interested in School Journeys. Replies to the questionnaire may kindly be sent to his address, 41 Singarachari Street, Triplicane. As the Committee is to submit its report to the coming Punjab session of the Conference of the All-India Federation of Teachers' Associations, he requests that replies may be sent to him on or before the 1st April.

#### A QUESTIONNAIRE ON SCHOOL JOURNEYS

*A—School Journeys, Nature, Scope, etc.*

1. What is a true school journey? Is it to be a mere pleasure-trip? Should it be part of the educational programme?

2. What in your opinion should be the nature and extent of a school journey? Should it be merely a visit to places of interest in and around the locality, or a longer journey within a district, or province or All India? How many district, Inter-district, or Inter-province journeys can be undertaken by one school in a year? In preparing the educational programme of visits, do you think that the school authorities can do it without outside assistance? or would you suggest the formation of *ad hoc* School Journey Association which will prepare guide books, and a suitable programme for such visits? or would you entrust the Scout Associations in your district or province, if any, to organize educational trips?

3. Should school journeys be undertaken during term time or during the longer holidays at the end of each term?

4. (1) If during term time will it affect:—

(a) The regular study of the pupils? if so, in what measure?



(b) The normal work of the school, as a result of some teachers having to leave with the boys.

(2) If during holidays what provision will you make for the normal vacation of the teachers who lead the party?

5. Would the pupils of a school journey party be all from the same class? if so, why? what will be the difficulties, if they are drawn from all grades?

6. What may be the reasonable strength of party under the charge of one teacher?

7. Will it be an advantage to couple school journeys with school exchanges, i.e. boys of one school (A) while on journey, attending classes in school (B) and vice versa, the respective teachers also taking their turn? If so, is it practicable in our country? If not, what are the impediments and how can they be overcome?

8. What educational advantages do you believe we can achieve by such journeys? Are you afraid of any ill effect?

9. Can you state from experience how such visits have affected such types of boys as are noted below:—

- i. The Dull.
- ii. The Overbearing and impatient.
- iii. The Inattentive and irresponsible.
- iv. The smart.
- v. The studious.
- vi. The Sporting.

#### *B—Finance.*

10. How are the school journeys to be financed?

11. Can the management undertake the whole scheme? If not, in what proportion is the expenditure to be met by management, the party, and the Government?

12. Who should pay the expenses of the teachers that accompany the party?

13. Will special voluntary organisations created for this purpose work in your opinion and undertake the task of finding the finance?

#### *C—Public Support.*

14. What is your experience regarding the opinion of the public of our place in the matter of longer journeys either in term time or during the holidays?

15. Are the public in favour of such a movement? If not, how may this prejudice be overcome and their sympathies enlisted?

16. (a) How may co-ordination in school journeys between schools be brought about?

(b) Can the existing agencies take up the work? If not, state what new type of organisation will be required, etc., and outline its functions.

(c) Is there any organisation such as Youth League, etc., that would willingly co-operate with our attempt in this line?

#### *D—Past Experience.*

17. Has your school conducted any such journeys? Give a brief account of them giving details of programme, total cost and the mode of financing the Scheme, the discipline of the party during the journey and such other matters that may be of general interest.

*N.B.*—In replying the questionnaire, attention need not be concentrated exclusively on the questions. It would be a matter of great help to the committee, if you can give any suggestion, not covered by the questionnaire.

All replies to be sent to the Convener, School Excursion Committee, 41, Singarachari Street, Triplicane, Madras.



## THE TEACHERS' BOOK SHELF

*Elementary Science in Tamil for High Schools*—Vol. II Part I, Simple Machines and Heat As. 7; Vol. II Part II, Animal Life As. 6; Vol. III Part I, Physiology and Hygiene; and First Aid, As. 10—By R. Dharmiah, B.A., L.T., Science Assistant, Board High School, Kulitalai.

We have had the pleasure of noticing in these columns the earlier volumes of this series by the author. We then expressed our eagerness to peruse the other volumes and hoped that the author would be sufficiently encouraged to complete the series. We trust that the publication of these three volumes is an indication of the realisation of our hope. The author has set before himself the task of writing popular science the object being to familiarise the pupils with the physical and natural phenomenon without worrying them with technical details. We should say that the author has met with success in his endeavour. However a suggestion may be made to the author that for the sake of uniformity the vernacular equivalents published by the Government Committee on Vernacular Equivalents to Scientific terms may be wholly incorporated in the books. We should also like to point out that the author should bestow more careful attention to language. A book on science should not lose sight of the fact that it also contributes to the acquisition of language. In his second edition we trust the author would remedy these little defects.

*Makers of the Modern World*—By D. V. Searler, B.A., E. J. Arnold & Sons, represented in India by Messrs. Macmillan & Co., Ltd., Price 2/9.

This is the 7th Book of the "A. L." Senior Histories (History through Biography). In this book the author has attempted to give a historical account of how the modern world has developed. This he has done by giving short biographical accounts of the heroes of Industrial and Social history. By such accounts the author is able to show what we of this generation owe to the great pioneers that helped to make life in this world what it is to-day. These are presented in the form of biographies, wherein the pioneers' struggle to get new inventions or adopt new methods and the various obstacles and difficulties that they had to overcome are narrated

in such an interesting way that the young readers for whom the book is intended will have his spirit of adventure kindled and he will read the book with zeal and interest. This is just a book we should like to see read by every student before he or she completes the Secondary School course. School authorities will do well to place in their library shelves a good number of copies of this book.

*Jeevakarunya Kathaigal*.—By Rao Saheb N. C. Rangaswamy Ayyangar Avl. Price As. 8.

We have read with great pleasure the book of stories on Compassion written by Rao Saheb N. C. Rangaswamy Ayyangar Avl., Superintendent, S. P. C. A., Madras. Mr. Ayyangar's work in the cause of S. P. C. A. is well known, and the Government recognising his merits recently conferred the title of Rao Saheb upon him. He has been doing propaganda in the City and outside on behalf of the S. P. C. A. and the book under review is a collection of stories which he has often used in his lectures to school children.

These stories are taken from the sacred books of all the great religions in India, Hinduism, (including Jainism and Buddhism), Christianity and Muhammadanism. The stories are written in very simple language so as to be understood by school children and are profusely illustrated. We hope with the Right Hon'ble V. S. Srinivasa Sastriar who contributes the foreword to this delightful volume that the dear children who read these books will become every day more kind, more tender and more sweet. We only wish that when the next edition of the book is brought out, illustrations would be made bigger. We anxiously look forward to further publications which are expected to follow this first attempt. We congratulate the author and we are glad to note that the price is fixed so low as annas eight so that the book may be within the reach of everyone.

### BOOKS RECEIVED.

*A Course in Indian Civics*.—By Gulshan Rai Bhatnagar, B.A., LL.B. Macmillan & Co.

*Thoughts from Rabindranath Tagore*.—Macmillan & Co.

*A play in one Scene from Through the looking glass*.—By Lewis Carroll. Macmillan & Co.

*A play in one Scene from Alice's adventures in wonderland*.—By Lewis Carroll. Macmillan & Co.

*Tales from Samskrit Lore.*—By Y. Viswanathan, M.A., L.T., Macmillan & Co.

*A new series of applied Grammar and Composition books with pictures:* Primer Grade I. Elements Grade II Advanced Grade III.—Uttarchand Kapur & Sons, Lahore.

*English Grammar and Composition.*—By Bhatia and Harris. Indian Press Allahabad.

*Andrade and Huxley Science:* (Science and Life).—Basil Blackwell, Oxford.

*Pocket health Series: Rhythmic Exercises.*—By Shri Yogendra. Srinivasa Varadachari & Co. Madras.

*Pocket Health Series.*—Breathing methods—By Shri Yogendra. Srinivasavaradachari & Co., Madras.

*A Suggestive Course of English.*—By J. S. Sakalani for Classes III & IV. University Book Depot Agra.

*A suggestive Course of English (Teachers' Book).*—By J. S. Sakalani. University Book Depot, Agra.

*A suggestive Course of English: Supplementary Readers 1 to 7.* University Book Depot, Agra.

*Peeps of Indian Education.*—By J. Krishnan, B.A., L.T., The Teachers' Association, Pattiviram-Patti.

*Anthology of Modern Verse.*—By N. Narayanan, B.A., B.L. L.T. Siva Prakasa Press. Jaffna.

*A hand book of English Grammars (in Telugu).*—By K. S. Maniyan.

*Everyday Arithmetic.* Books I, II and III.—By S. Jagannathan. B. G. Paul & Co., Madras.

Reviews of these books are crowded out of this issue and they will be published in the April number.

(Editors. South Indian Teacher).

### THE S. I. T. U. PROTECTION FUND.

#### OBITUARY NOTICE.

The undersigned regrets very much to inform the members of the Fund, of the death of Mr. V. Vasudeva Rao, (Reg. No. 264), for sometime an assistant master Convent Girls' School, Tuticorin, on the 12th of January 1933, at the age of 41.

He had paid to the Fund only a sum of Rs. 50 as call money. The necessary claim papers were received on the 24th of February. Soon after that date his widow was given a Benefit amount of Rs. 499-8-0.

Triplicane, R. RAMAKRISHNAN,

## EDITORIAL

### KNOCK AT THE DOOR!

The Home Member of the Government of Madras was pleased to take the managers of European schools into his confidence and to suggest a plan of action. While he was anxious to explain his willingness to do his utmost for European education, he referred to the strong opposition from certain quarters in the Legislative Council and urged the need on the part of managers to *knock* constantly at the door of the Government. We are not sure whether this advice was offered with the object of disarming opposition from members. It is natural that the managers should hasten to accept this suggestion of the Home Member. Will this advice be followed by the managers of schools for Indian boys and girls? Will they be prepared to *knock* at the door? It will be really very difficult to induce them to knock at the door any longer. They knocked at the door vehemently once but got themselves severely sprained in that act since the door was already open. They found no one inside to listen to their representation. What purpose is going to be served by the presence of the Hon. Minister of Education in the room? Does not the Hon. Minister for Education know all about their case? Was he not directly connected with the management of a big aided institution in Tinnevely for a number of years? Does he not appreciate the serious difficulties which the managers have to face? Left to himself, he may perhaps dissuade the managers from taking too seriously the advice of the Home Member. Should he shut his eyes to the present situation. It is not often that education happens to be placed in the hands of a man with pre-

vious experience. When such an opportunity is found, it is the duty of the Minister to take steps to revise the grant-in-aid code on such lines as to enable the managers to pay teachers living wages and to make adequate provision for equipment. No pupil should be denied facilities for efficient instruction. Now that the fee rate in private schools has been raised to the standard rate and is even found to be higher in many city schools, it is not fair that ready and willing help which is necessary for the efficiency of schools should be withheld for some reason or other. We hope that the minister will take in hand immediately the revision of the grant-in-aid code and earn the gratitude of hundreds of managers and thousands of teachers and pupils.

### PRESIDENT-ELECT

It is a matter for great joy and congratulation that Mr. N. S. Subba Rao has been elected to preside over the deliberations of the 25th Provincial Educational Conference to be held at Trichinopoly. Mr. N. S. Subba Rao is well known to our readers. He is the Director of Public Instruction of progressive Mysore. He is also known to the public as an eminent economist and the Sir William Meyer Lectures delivered recently by him under the auspices of the Madras University have been highly appreciated. The educational progress of Mysore is in no small measure due to Mr. N. S. Subba Rao. He presided over the last session of the Conference of the All-India Federation of Teachers' Associations held in Bangalore.

This year's Conference is a momentous one, since the Silver Jubilee of the

South India Teachers' Union under whose auspices the Conference is being held, is proposed to be celebrated above with the Conference. Secondary education in our province is seen to be in an woeful state of neglect. Piecemeal tinkering here and there is being effected without envisaging the problem of Secondary education as a whole. But it is however a happy sign that everyone is dissatisfied with the present system. Now is the time for educationists to offer constructive suggestions for improving Secondary education. The Trichinopoly Conference, therefore will have a special interest to the general public and to the teaching profession and we can safely expect Mr. N. S. Subba Rao to guide the deliberations of the Conference in such a way as to give a definite lead. We have therefore great pleasure in congratulating the Union on its having secured such an able, far-sighted and distinguished educationist as Mr. N. S. Subba Rao. We should also like to congratulate Mr. N. S. Subba Rao on his election for this is the highest honour which the South India Teachers' Union can confer on any distinguished educationist.

### THE CONFERENCE

We invite the attention of our readers to the several bulletins of the Reception Committee and to the list of resolutions received by the Reception Committee from individuals and affiliated Associations. One of the special features of this year's Conference will be the holding of a sectional Conference of English Teachers. An exhaustive questionnaire on the "Teaching of English" has been prepared and sent to all schools. A copy of it is also published elsewhere in this issue. The place and teaching of English in Secondary schools agitate the minds of many teachers. We hope that the questionnaire will receive adequate attention and that replies will be sent in time

to the Secretaries by all interested in the problem.

A long list of resolutions is also published elsewhere. Amendments to these resolutions should be sent to the Reception Committee before 1st May. A perusal of these resolutions will show that among the problems agitating the minds of teachers considerably are 1. Reform of Secondary education. 2. Service conditions of teachers in Elementary and Secondary schools and 3. A more effective organisation of teachers.

It would be better if the delegates attending the Conference bestow serious attention on these resolutions. The business of a Conference, apart from the lectures and excursions, centres round the resolutions and it is by these resolutions that the Conference will declare its views on the several problems. It therefore behoves all members to send their amendments in time so as to avoid eleventh hour amendments.

### SALARY CUTS

One should be thankful to the Minister for Education for providing in the current year's budget a sum at least equal to what was provided for in the year 1931-32, under the head "subsidies to local bodies and grants-in-aid to aided schools." The school public expected that of the surplus of 60 lakhs, a very liberal allotment would be made for 'equipment' and 'playground' grants to schools, besides restoring the cuts under the teaching grants. But these are days in which we should be thankful for small mercies. We would like to draw the attention of the authorities that even before the "Retrenchment Committee" made its recommendations regarding the Special Teaching Grant, they decided to abolish it and to utilise that amount for giving increased teaching grants to schools, so as to enable the managements of schools to suitably enhance the scale of pay of train-

ed teachers. Now that the period of cut is over, will the authorities issue a circular to managers of schools to satisfactorily revise the scales of pay of teachers and restore the cuts that had been imposed. This procedure is quite necessary inasmuch as only recently the Director of Public

Instruction issued a circular suggesting a method for effecting economy in view of the cut in subsidies. It is too much to expect the department to suggest what managements should do to relieve the difficulties of teachers in view of the restoration of the cuts in grants?

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### NOTICE.

Members are hereby informed that at the request of some members the Board will shortly consider the question of recommending to the Extraordinary meeting of the General Body to be convened in May at Trichinopoly, a suitable resolution regarding the question of units to be taken. It is proposed to recommend to the General Body that the amount due on the increased units to be taken by members, should be granted as a special loan on easy terms.

The attention of members is invited to the clause in the new scheme regarding the *declaration of Bonus*, which will be increasing with the number of years of service in the Fund. It is expected that it will be not less than Rs. 100 per unit at the end of 25 years, and the amount to be declared periodically will be added to the guaranteed amount under *Rule 10*.

Triplicane,  
15-3-33.

R. RAMAKRISHNAN,  
*Hon. Secretary.*

## UNION LETTER

To

THE SECRETARIES,  
Affiliated Guilds and Associations.

Dear sirs,

You are aware that the Union is arranging to publish a Silver Jubilee Year Book in connection with its Silver Jubilee to be celebrated in May, 1933. Among other things, the Jubilee Year Book is expected to give a complete and exhaustive account of the Union and its affiliated Guilds and Associations. Some Guilds and Associations have not yet furnished the desired information. You are requested to fill in the particulars under the following heads and send the communication not later than the 15th April to the office of the Union.

Your attention is invited to the appeal issued by the President of the Union for contribution towards the Silver Jubilee fund. A professional organisation like our Union should be able to command an adequate capital of about Rs. 20,000 and it is hoped that you will be good enough to take steps to collect a decent donation and send the same to the office as a contribution from your Association. I may state for your information that the Teachers' Association of Tirukattupalli has sent a sum of Rs. 50 towards the Jubilee fund. Further, you will be helping the finances of the Union and also be keeping yourself in touch with the Union if you be good enough to register on behalf of the association an order for a copy of the Year Book which costs only Rs. 10.

Since it is proposed to insert in the Year Book photographs of the office-bearers of affiliated Associations and Guilds for a sum of Rs. 5 per each block to be prepared you are requested to send photographs, if any, which you may desire to be included in the Year Book.

Yours sincerely,  
M. S. SABHESAN,  
*Honorary Secretary.*

(A) Information to be furnished by Associations affiliated *directly* or *indirectly* to the Union.

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1. Name of the Teachers' Association.
2. Official address and date of starting.
3. *Office-bearers.*  
President.  
Secretary.  
Treasurer.
4. Affiliated to which Guild.
5. Number of members with a list of their names alphabetically arranged and with qualifications.
6. Financial condition.
7. Brief report (50 lines) of the history and of the activities in connection with (1) the profession; and (2) with public life.

(B) *Information to be furnished by the District Teachers' Guilds.*

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1. Name of the Guild.
2. Date of starting.
3. Official address.
4. *Office-bearers.*  
President.  
Vice-President.  
Secretary.  
Treasurer.  
Managing Committee.
5. Financial condition.
6. (a) Names of affiliated Associations with the strength of each;  
(b) Number of individual members.
7. Brief report (100 lines) of the history and of the activities in connection (1) with the teaching profession and (2) with public life.